#### Rajiv Gandhi University of Health Sciences



**UNDERGRADUATE LOGBOOK FOR**

**COMMUNITY MEDICINE**

As per

Competency based medical education

STUDENT INFORMATION

Passport size photo

|  |  |
| --- | --- |
| Name |  |
| Roll No |  |
| University Registration Number |  |
| Batch |  |
| Contact No |  |
| E-mail ID |  |
| Guardian/Parent Name  Contact Number |  |
| Faculty Mentor  Name Department |  |

PREFACE

The Medical Council of India has revised the undergraduate medical education curriculum so that the Indian Medical Graduate (IMG) is able to recognize “Health for all” as a national goal. He/she should also be able to fulfil his/her societal obligations. The revised curriculum has specified the competencies that a student must attain and clearly defined teaching learning strategies for the same. With this goal in mind, integrated teaching, skill development, AETCOM and self- directed learning have been introduced. There would be emphasis on communication skills, basic clinical skills, and professionalism. There is a paradigm shift from the traditional didactic classroom-based teaching to learning environments where there is emphasis on learning by exploring, questioning, applying, discussing, analyzing, reflecting, collaborating, and performing. The recognition of this need is enshrined by a greatly enhanced allocation of time to these methods and also the assessment techniques. With this view, the logbook has been designed as per the guidelines of Competency Based Curriculum.

**GENERAL INSTRUCTIONS**

1. This logbook is a record of academic and other activities of the student in the Department of Community Medicine.
2. Entries in the logbook reflect the activities undertaken by the student and certified by the faculty.
3. The student would be responsible for maintaining his/her logbook regularly.
4. The student is responsible for getting the logbook entries verified by concerned faculty regularly.
5. The logbook should be verified by the Head of Department before forwarding the application of the student for the University Examination.
6. The reflections should demonstrate the learning that has taken place. Don’t simply repeat the activities performed. Emphasize the learning experience, what you learnt and how it is going to be useful in future. At times, mistakes also provide great learning opportunities. Reflections provide a useful opportunity to document and assess learning for many competencies where there is no formal assessment. A deliberate effort should be made to teach the students to write academically useful reflections. Similarly, the teachers should acquire the skills for assessing reflections.
7. Colleges may consider using an electronic version of this logbook to facilitate documentation and retrieval of the work, if required.

**Clinical Posting**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Rotation | Phase | *Duration*  *(Weeks)* | *From* | *To* | *Faculty*  *Signature* |
| 1st | Phase II |  |  |  |  |
| 2nd | Phase III  Part I |  |  |  |  |
| 3rd | Phase III  Part II |  |  |  |  |

**LOGBOOK CERTIFICATE**

This is to certify that the student Mr/Ms …………………….………………………. admitted at ………………………………………………………….…................................. in the year………....Batch Roll No. ……………………...............................and University Reg. No………………………has satisfactorily completed / has not completed all assignments /requirements mentioned in this logbook for final year MBBS course in the subject of Community Medicine.

The student is/is not eligible to appear for the summative (University) assessment.

Signature of Faculty Signature and Seal

Name and Designation Head of Community Medicine

Department

Signature and Seal

Principal/Dean of the College

**INDEX**

|  |  |  |
| --- | --- | --- |
| **Topic** | **Page Nos.** | **Signature of**  **Faculty** |
| **Core Activities** | | |
| **Attendance extract** | **-------** |  |
| **Internal assessment marks** | With record  feedback |  |
| **Communication activity** |  |  |
| **Family study** |  |  |
| **Clinico-social Case** |  |  |
| **Seminar** |  |  |
| **Small group discussion** |  |  |
| **Self-Directed Learning** |  |  |
| **Record Maintenance** |  |  |
| **Field Visit** |  |  |
| **AETCOM** |  |  |
| **Research** |  |  |
| **Investigation of an Epidemic\*** |  |  |
| **Non-Core Activities** | | |
| **Co - Curricular Activities**  **(Quiz, Poster, Debate, Essay, Skits)** |  |  |
| **Health Days** |  |  |
| **Volunteering in National Health Program Related Field**  **Activities** |  |  |
| **CME/ Conference / Workshop** |  |  |
| **Awards / recognition** |  |  |
| **Overall assessment of student** |  |  |

**ATTENDANCE EXTRACT**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Professional year** | **Classes conducted** | | **Classes attended** | | **Percentage** | |
| **Theory** | **Practical** | **Theory** | **Practical** | **Theory** | **Practical** |
| **First** |  |  |  |  |  |  |
| **Second** |  |  |  |  |  |  |
| **Third** |  |  |  |  |  |  |
| **Total** |  |  |  |  |  |  |

**Signature of faculty and date**

**Note:**

Eligibility to appear for the university exam every candidate should have attendance

* **Not less than 75% of the total classes conducted in theory**
* **Not less than 80% of the total classes conducted in practical**

[Each calendar year calculated from the date of commencement of the term to the last working day as notified by the University in each of the subjects prescribed to be eligible to appear for the university examination]

The principal should notify at the College the attendance details at the end of each term withoutfail under intimation to this University.

INTERNAL ASSESSMENT MARKS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Professional year** | **Theory** | | **Practicals** | |
| **Total marks** | **Obtained** | **Total** | **Obtained** |
| **First** |  |  |  |  |
| Feedback given Date  Signature of faculty  Signature of student |  | | | |
| **Second** |  |  |  |  |
| Feedback given Date  Signature of faculty  Signature of student |  | | | |
| **Third** |  |  |  |  |
| Feedback given Date  Signature of faculty  Signature of student |  | | | |
| **Total**  **(Average of three Internal Assessment)** |  | | | |  |  |  |

**SUMMARY OF FORMATIVE ASSESSMENT FOR THE ENTIRE YEAR**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sl.**  **No.** | **Type of Assessment** | **Total**  **marks** | **Marks**  **scored** | **Signature of**  **student** | **Signature of**  **Teacher with date** |
| 1 | Seminars/Tutorials/other activities/SGD | 10 |  |  |  |
| 2 | Professionalism | 10 |  |  |  |
|  | TOTAL | 20 |  |  |  |

**Note:**

Learners must secure **at least 50% marks** of the total marks (combined in theory and practical/clinical; **not less than 40 % marks** in theory and practical separately) assignedfor internal assessment in a particular subject in order to be eligible for appearing at thefinal University examination of that subject. Internal assessment marks will reflect asseparate head of passing at the summative examination.

RUBRIC FOR ASSESSING THE PROFESSIONALISM

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Phase** | **Areas assessed** | | | |  | **Signature of**  **student** | **Signature of teacher** |
|  | Regular for Classes  (5) | Submission of records (5) | Behaviour in class and discipline  (5) | Dress code and presentability (5) | Total (20) |  |  |
| At the end of  1st IA |  |  |  |  |  |  |  |
| At the end of  2nd IA |  |  |  |  |  |  |  |
| At the end of  3rd IA |  |  |  |  |  |  |  |
| Average score at the end of the  year |  | | | |  |  |  |

**COMMUNICATION ACTIVITY**

**Competencies covered**

* 1. : Demonstrate the role of effective communication skills in health in a simulated environment
  2. : Demonstrate the important aspects of the doctor patient relationship in a simulated environment

4.3: Demonstrate and describe the steps in evaluation of health promotion and education program

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Competency#**  **addressed** | **Name of Activity** | **Date completed** | **Attempt at activity**  **First or Only (F) Repeat (R) Remedial(Re)** | **Rating**  **Below (B) expectations Meets (M) expectations**  **Exceeds (E) expectations** | **Decision of faculty**  **Completed (C) Repeat (R) Remedial (Re)** | **Initial of faculty and date** | **Feedback received**  **Initial of learner** |
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**Competencies covered**

**FAMILY STUDY**

* 1. : Describe the steps and perform clinic-socio-cultural and demographic assessment of : the individual, family, and community
  2. : Describe the socio-cultural factors, family (types), its role in health and disease & demonstrate in a simulated environment the correct assessment of socio-economic status
  3. : Describe and demonstrate in a simulated environment the assessment of barriers to good health and health seeking behaviour

5.2 : Describe and demonstrate the correct method of performing a nutritional assessment of individuals, families, and the community by using the appropriate method

5.4 : Plan and recommend a suitable diet for the individuals and families based on local availability of foods and economic status, etc. in a simulated environment

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| **Competency # addressed** | **Name of Activity** | **Date completed** | **Attempt at activity**  **First or Only (F) Repeat (R) Remedial(Re)** | **Rating**  **Below (B) expectations Meets (M) expectations Exceeds (E) expectations** | **Decision of faculty**  **Completed (C) Repeat (R) Remedial (Re)** | **Initial of faculty and date** | **Feedback received**  **Initial of learner** |
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**Competencies covered**

**CLINICO – SOCIAL CASE**

* 1. : Describe the steps and perform clinic-socio-cultural and demographic assessment of the individual, family, and community
  2. : Describe the socio-cultural factors, family (types), its role in health and disease & demonstrate in a simulated environment the correct assessment of socio-economic status
  3. : Describe and demonstrate in a simulated environment the assessment of barriers to good health and health seeking behaviour

5.2: Describe and demonstrate the correct method of performing a nutritional assessment of individuals, families, and the community by using the appropriate method

5.4: Plan and recommend a suitable diet for the individuals and families based on local availability of foods and economic status, etc. in a simulated environment

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SEMINAR

**Competencies covered**

1.9: Demonstrate the role of effective communication skills in health in a simulated environment

4.3: Demonstrate and describe the steps in evaluation of health promotion and education program

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| **Competency # addressed** | **Topic** | **Date completed** | **Attempt at activity**  **First or Only (F) Repeat (R) Remedial(Re)** | **Rating**  **Below (B) expectations Meets (M) expectations**  **Exceeds (E) Expectations** | **Decision of faculty**  **Completed (C) Repeat (R) Remedial (Re)** | **Initial of faculty and date** | **Feedback received**  **Initial of learner** |
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STUDENT SEMINAR EVALUATION RUBRIC

**Name of the student:**

**Reg No.**

**Name of the Topic: Date of Presentation:**

***Please tick mark () the response which best represents your answer for the following questions.***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S.**  **No.** |  | **Strongly**  **Disagree (1)** | **Disagree (2)** | **Uncertain (3)** | **Agree (4)** | **Strongly**  **Agree (5)** |
| ***Content:*** | | | | | | |
| **1.** | The topic chosen was relevant to the  course |  |  |  |  |  |
| **2.** | The objectives of the topic were  clearly stated. |  |  |  |  |  |
| **3.** | There was adequate review of the  literature. |  |  |  |  |  |
| **4.** | The student maintained good  continuity of thoughts throughout the presentation. |  |  |  |  |  |
| **5** | The student demonstrated a good  understanding of the topic. |  |  |  |  |  |
| **6.** | The material presented was appropriate for the time allotted. |  |  |  |  |  |
| ***Presentation:*** | | | | | | |
| **1.** | The presentation was well  organized. |  |  |  |  |  |
| **2.** | The audio visuals were well  prepared. |  |  |  |  |  |
| **3.** | The voice was clear and audible. |  |  |  |  |  |
| **4.** | The student maintained regular eye  contact with the audience. |  |  |  |  |  |
| **5.** | The student adhered to the expected style of a scientific talk. |  |  |  |  |  |
| **6.** | The student maintained the interest of the audience throughout the presentation. |  |  |  |  |  |
| **7.** | The student maintained proper pace  during the presentation. |  |  |  |  |  |
| **8.** | The student handled all the questions  well. |  |  |  |  |  |
| **9.** | The student summarized the topic well emphasizing a take home. |  |  |  |  |  |

**Suggestions for Improvement:**

|  |  |  |
| --- | --- | --- |
| **Any other Comments:** | | |
| **Overall Score:** |  | **Evaluated by: Name of the Faculty:** |

**SMALL GROUP DISCUSSION– ASSESSMENT AND FEEDBACK**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Module#** | **Name of SGD Activity** | **Date completed** | Score | **Initial of faculty and date** | **Feedback Receive**d  Initial of learner |
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**SMALL GROUP DISCUSSION– ASSESSMENT AND FEEDBACK**

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| --- | --- | --- | --- | --- | --- |
| **Module#** | **Name of SGD Activity** | **Date completed** | Score | **Initial Of faculty and date** | **Feedback Receive**d  Initial of learner |
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**SMALL GROUP DISCUSSION– ASSESSMENT AND FEEDBACK**

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| --- | --- | --- | --- | --- | --- |
| **Module#** | **Name of SGD Activity** | **Date completed** | Score | **Initial of faculty and date** | **Feedback Receive**d  Initial of learner |
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The small group discussions will be scored based on the following criteria. Marks to be given

|  |  |
| --- | --- |
| Score | Criteria for assessment |
| 5 | Is a proactive participant showing a balance between listening, initiating, and focusing discussion. Displays a proactive use of the whole range of discussion skills to keep discussion going and to involve everyone in the group. Understands the purpose of the discussion and keeps the discussion focused and on topic. Applies skills with confidence, showing leadership and sensitivity. |
| 4 | Is an active participant showing a balance between listening, initiating, and focusing discussion. Demonstrates all the elements of discussion skills but uses them less frequently and with less confidence than the above level. Keeps the discussion going but more as a supporter than a leader. Tries to involve everyone in the group. Demonstrates many skills but lacks the confidence to pursue them so that the group takes longer than necessary to reach consensus. Demonstrates a positive approach but is more focused on getting done than on having a positive discussion. |
| 3 | Is an active listener but defers easily to others and lacks confidence to pursue personal point of view even when it is right. Participates but doesn’t use skills such as summarizing and clarifying often enough to show confidence. Limits discussion skills to asking questions, summarizing, and staying on topic. Lacks balance between discussion and analytical skills. Either displays good analysis skills and poor discussion skills or good discussion skills and poor analysis skills. |
| 2 | Is an active listener but defers easily to others and tends not pursue personal point of view, lacking confidence. Limits discussion skills to asking questions, summarizing, and staying on topic. Rarely demonstrates analysis skills because doesn’t understand the purpose of the discussion, and as a result, offers little evidence to support any point of view. |
| 1 | Demonstrates no participation or effort. Participates only when prompted by the teacher. Only responds to others and initiates nothing. Provides limited responses that are often off topic. Participates minimally so that it is impossible to assess analysis skills or understanding of the issues. |

EVALUATION OF SGD/SDL SESSIONS

COURSE TITLE:

PHASE DATE:

**Scale:**

**1 –** Never

**2 –** Occasionally

**3 –** Sometimes

**4 –** Often

**5 -** Always

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| PARTICULARS | | **1** | **2** | **3** | **4** | **5** |
| **1.** | Assembles for the session in time |  |  |  |  |  |
| **2.** | Contributes relevant information in discussions |  |  |  |  |  |
| **3.** | Shares learning resources relevant to the topic |  |  |  |  |  |
| **4.** | Gives critical feedback |  |  |  |  |  |
| **5.** | Takes criticism in a healthy manner |  |  |  |  |  |
| **6.** | Seeks answers to learning questions |  |  |  |  |  |
| **7.** | Integrates old and new knowledge (across the courses) |  |  |  |  |  |
| **8.** | Shows consideration for group process |  |  |  |  |  |
| **9.** | Shows confidence in areas of understanding |  |  |  |  |  |
| **10.** | Shows commitment to correct deficiencies |  |  |  |  |  |
|  | **Total** |  | | | | |

STUDENT TUTOR

|  |  |
| --- | --- |
| SIGNATURE | SIGNATURE |
| NAME: | NAME: |
| REG.NO. | DEPARTMENT: |

Documentation and feedback for Self-Directed Learning

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Sl. no** | **Date** | **Topic of SDL** | **Feedback** | **Signature of faculty/mentor** |
| **1** |  |  |  |  |
| **2** |  |  |  |  |
| **3** |  |  |  |  |
| **4** |  |  |  |  |
| **5** |  |  |  |  |
| **6** |  |  |  |  |
| **7** |  |  |  |  |
| **8** |  |  |  |  |
| **9** |  |  |  |  |
| **10** |  |  |  |  |
| **11** |  |  |  |  |
| **12** |  |  |  |  |

Reflection on Self-directed learning Experience

Topic: Date:

Signature of Teacher-in- charge

RECORD MAINTANANCE

**Scoring:** Excellent(8-10) Good(6-7) Average (4-5) Poor(<4)

|  |  |  |
| --- | --- | --- |
| **Criterion (marks)** | **Rating** | **Signature of faculty and date** |
| Completion (3) |  |  |
| Quality of content (3) |  |
| Appropriate diagrams where required (2) |  |
| Neatness (2) |  |
| Total |  |

**FIELD OR CLINIC VISIT**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name of the visit** | **Date** | **Report written in record** | **Assessment (score for report)** | **Signature of faculty** |
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The following are the recommended field visits for undergraduate students

1. PHC
2. Anganwadi
3. DOTS Centre
4. Hospital Waste Management Facility
5. Water Treatment Plant
6. ART / ICTC Centre
7. Leprosarium
8. Milk Dairy
9. PHI

**List for Evaluation of Field Visit Report**

**Field Visit Report** will be marked on five-point Likert Scale:

1= Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 =Agree, 5 =Strongly Agree

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| PARTICULARS | 1 | 2 | 3 | 4 | 5 |
| 1. There is a comment on whether the objectives of the visit have been fulfilled, if not which objective has not been covered |  |  |  |  |  |
| 2. There is Clear Description of student observation/ skill learned. |  |  |  |  |  |
| 3. Analysis of strengths and weaknesses of the  services in light of theory and key concepts of the course |  |  |  |  |  |
| 4. Report include information that supports student analysis [Pictures, maps, forms] |  |  |  |  |  |
| 5. There is evidence of active participation of student during the visit |  |  |  |  |  |
| 6. There is statement of Limitation/suggestions |  |  |  |  |  |

AETCOM

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| --- | --- | --- | --- | --- |
| **Competency # addressed** | **Name of Activity** | **Date** | **Signature of faculty** | **Feedback Received Initial of learner** |
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**Competencies covered**

**RESEARCH**

* 1. : Describe and discuss the principles and demonstrate the methods of collection, classification, analysis, interpretation, and presentation of statistical data
  2. : Describe, discuss, and demonstrate the application of elementary statistical methods including test of significance in various study designs
  3. : Enumerate, discuss, and demonstrate Common sampling techniques, simple statistical methods, frequency distribution, measures of central tendency and dispersion

7.9: Describe and demonstrate the application of computers in epidemiology

|  |  |
| --- | --- |
| Activity |  |
| Objectives |  |
| Study design and sample size |  |
| Study tool |  |
| Main results |  |
| Results presented in conference / department |  |
| Signature of faculty guide |  |

**Competencies covered**

**INVESTIGATION OF EPIDEMIC**

7.7: Describe and demonstrate the steps in the Investigation of an epidemic of communicable disease and describe the principles of control measures/ If this activity is not possible a case scenario/ simulated event may be given for completion of this activity

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| --- | --- | --- | --- |
| **Name of the exercise** | **Date** | **Documentation in record** | **Signature of faculty** |
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CME/CONFERENCE / WORKSHOP

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| --- | --- | --- | --- | --- |
| **Name of event** | **Date** | **Role** | **Learnings** | **Signature of faculty** |
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CME/CONFERENCE / WORKSHOP

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| **Name of event** | **Date** | **Role** | **Learnings** | **Signature of faculty** |
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**CO-CURRICULAR ACTIVITIES**

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| --- | --- | --- | --- | --- |
| **Details of event** | **Date** | **Role** | **Learnings** | **Signature of faculty** |
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**CO-CURRICULAR ACTIVITIES**

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| **Details of event** | **Date** | **Role** | **Learnings** | **Signature of faculty** |
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HEALTH DAY

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| Health day observed |  | |
| Date |  | |
| Location |  | |
| Role of the student | Participated | Observed |
| Details of the program |  | |
| Reflection by student |  | |

**Signature of faculty and date**

**VOLUNTEERING IN NATIONAL HEALTH PROGRAM RELATED FIELD ACTIVITIES**

|  |  |  |
| --- | --- | --- |
| Name of the National Health Program |  | |
| Date |  | |
| Location |  | |
| Role of the student | Participated | Observed |
| Details of the activity |  | |
| Reflection by student |  | |

**Signature of faculty and date**

**VOLUNTEERING IN NATIONAL HEALTH PROGRAM RELATED FIELD ACTIVITIES**

|  |  |  |
| --- | --- | --- |
| Name of the National Health Program |  | |
| Date |  | |
| Location |  | |
| Role of the student | Participated | Observed |
| Details of the activity |  | |
| Reflection by student |  | |

**Signature of faculty and date**

**AWARDS/ RECOGNITION**

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| **Sl No** | **Details** |
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**AWARDS/ RECOGNITION**

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**OVERALL ASSESSMENT OF THE STUDENT**

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| **STRENGTHS** |  |
| **SUGGESTIONS** |  |

**Signature of Mentor Signature of HOD**

**OVERALL ASSESSMENT OF THE STUDENT**

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| **STRENGTHS** |  |
| **SUGGESTIONS** |  |

**Signature of Mentor Signature of HOD**