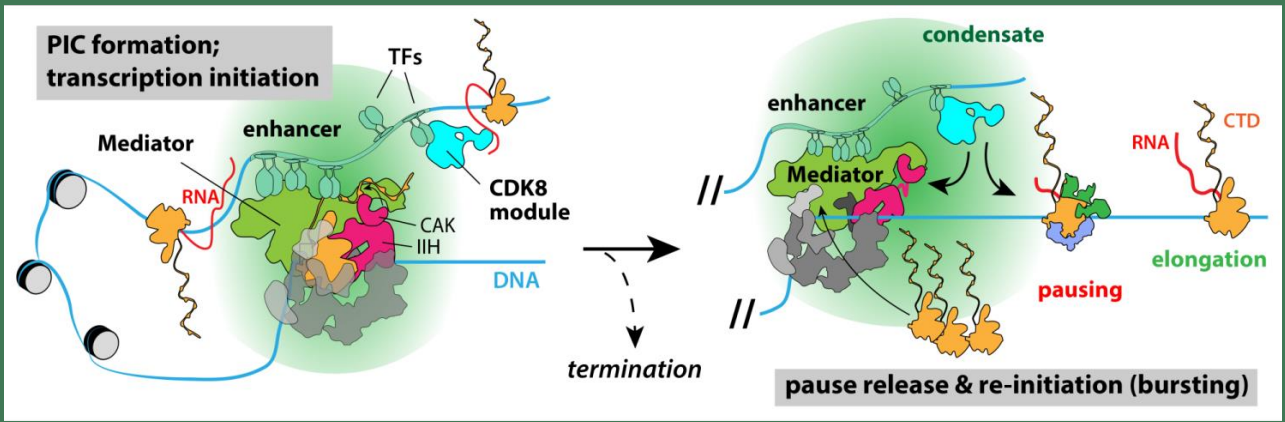
SWAT MEDICAL COLLEGE
SWAT

DEPARTMENT OF MEDICAL EDUCATION

BLOOD AND IMMUNOLOGY-III



FINAL YEAR MBBS

BLOCK: N

CLASS OF 2023

DURATION: 2 WEEKS

FROM: 18-25 MARCH

STUDENT NAME

_____

Contents

1 Acaedemic Calendar

Tentative Annual Calendar MBBS – 2023-24
Swat Medical College, Swat

Activity/ Events	Week	Date	1st Year	2nd Year	3rd Year	4th Year	5th Year
Orientation Week	1	12th to 16th Feb	Foundation-I (6 weeks) 22nd March, Module Exam	Neurosciences-IA (6 weeks) 22nd March, Module Exam	Foundation II (5 weeks) 22nd March, Module Exam	Neurosciences – II (6 weeks) 25th and 26th March Block J Exam	*Previous 5th Year Preparatory leaves and annual exam*
Regular Classes	2	19th to 23rd Feb					
Regular Classes	3	26th Feb to 1st March					
Regular Classes	4	4th to 8th March					
Regular Classes	5	11th to 15th March					Foundation-III (2 weeks) 22nd March Module Exam
Regular Classes	6	18th to 22nd March			Infection & Inflammation (6 weeks) 6th May to 7th May Block G exam		
Regular Classes	7	25th to 29th March	Blood & Immunology (5 weeks) 6th & 7th May Block A exam	Neurosciences-IB (5 weeks) 13th & 14th May Block D		GIT and Hepatobiliary – II (9 weeks) 10th and 11th June Block K Exam	Blood & Immunology-III (2 weeks) 5th April Module Exam
Regular Classes	8	1st to 5th April					
Spring Break/Eid ul Fitr	9	8th to 12th April					MSK-III (2 weeks) 06th & 07th May Block N exam
Sports Week	10	15th to 19th April					
Regular Classes	11	22nd to 26th April					
Regular Classes	12	29th to 3rd May					Cardiorespiratory-III (5 weeks) 3rd & 4th June Block O Exam
Regular Classes	13	6th to 10th May	MSK-I (8 weeks) 1st & 2nd July Block-B Exam	GIT, Hepatobiliary & Metabolism- (8 weeks) 1st & 2nd July	Multisystem (5 weeks) Module Exam 31st May		
Regular Classes	14	13th to 17th May					Renal- III Module (2 weeks) 14th June Module Exam
Regular Classes	15	20th to 24th May					
Regular Classes	16	27th May to 31st May			Blood & immunology (3 weeks) 1st & 2nd July module exam	Renal – II Module (4 weeks) 1st and 2nd July Module Exam	
Regular Classes	17	3rd to 7th June					Endocrine & Reproduction-III (3 weeks) 29th & 30th July Block P Exam
Regular Classes	18	10th to 14th June					
Eid-ul-Adha Holidays	19	17th to 21th June					
Regular Classes	20	24th to 28th June					
Summer Vacations	21-23	3rd to 21st July					
Regular Classes	24	22nd to 26th July	CVS-I (5 weeks) 23rd August Module Exam	Renal (3 weeks) 12th to 13th August Block E	MSK-II (5 weeks) 2nd Sep 3rd Sep Block H exam	Endocrine and Reproduction – II (8 weeks) 16th and 17th September Block-L exam	Neurosciences – III (3 weeks) 16th August Module Exam
Regular Classes	25	29th July to 2nd Aug					
Regular Classes	26	5th to 9th Aug		Endocrine-I (4 weeks) 6th Sep			
Regular Classes	27	12th to 16th Aug					GIT & Hepatobiliary (2 weeks) 6th Sep Module Exam
Regular Classes	28	19th 23rd Aug					
Regular Classes	29	26th to 30th Aug	Respiratory-I (4 weeks) 23rd -24th SEP Block-C Exam		CVS-II (3 weeks) 20th September Module exam		
Regular Classes	30	2nd to 6th Sep					
Regular Classes	31	9th to 13th Sep		Reproduction-I (4 weeks) 30th Sep 1st Oct			Multisystem-II (4 weeks) 7th -8th Oct Block Q Exam
Regular Classes	32	16th to 20th Sep					
Regular Classes/ Preparatory Leaves	33	23rd to 27th Sep	PREPARATORY LEAVES	PREPARATORY LEAVES	RES-II (4 weeks) 21st and 22nd October Block L exam	EYE and ENT (5 weeks) 14th to 18th Oct Block M1 & M2 Exam	PREPARATORY LEAVES
Regular Classes/ Preparatory Leaves	34	30th Sep to 4th Oct					
Regular Classes/ Preparatory Leaves	35	7th to 11th Oct					
Regular Classes/ Preparatory Leaves	36	14th to 18th Oct					
Regular Classes/ Preparatory Leaves	37	21st to 25th Oct					
Regular Classes/ Preparatory Leaves	38	28th Oct to 1st Nov					
Regular Classes/ Preparatory Leaves	39	4th to 8th Nov					
Regular Classes/ Preparatory Leaves	40	11th to 15th Nov	Annual Exam as per KMU schedule.	Annual Exam as per KMU	PREPARATORY LEAVES	PREPARATORY LEAVES	
Regular Classes/ Preparatory Leaves	41	18th to 22nd Nov					
Regular Classes/ Preparatory Leaves	42	25th to 29th Nov					
Regular Classes/ Preparatory Leaves	42	2nd to 6th Dec					
Regular Classes/ Preparatory Leaves	43	9th to 13th Dec					
Regular Classes/ Preparatory Leaves	44	16th to 20th Dec					
Regular Classes/ Preparatory Leaves	45	23rd to 27th Dec	Winter vacation	Winter vacation	Annual Exam as per KMU schedule.	------	
Regular Classes/ Preparatory Leaves	46-49	November 2024					
Regular Classes/ Preparatory Leaves	50-53	December 2024					
Regular Classes/ Preparatory Leaves	54-57	January 2025			Winter vacation	Annual Exam as per KMU schedule.	
Start of new academic session 2025-26			February 2025	February 2025	February 2025	February 2025	March 2025

Note: The given dates are tentative and may be subject to change as needed/demanded. The KMU will share the annual exam schedule at the end of the current session.

2 List Of Abbrevation

S NO	Abbriviation	Meaning
1	PBL	Problem based learnng
2	TBL	Team based learning
3	SGD	Small Group Discession
4	LO	Learning out come
5	TOS	Table of specification
6	SDL	Self directed learning
7	EXAM	Exaamination
8	GPE	General physical examination
9	CVS	Cardiovascular system
10	A/E	Accident & Emergency
11	OSPE	Objective Structured Practical Examination
12	OSCE	Objective Structured Clinical Examination

Dear Student

The Department of Medical Education (DME) has successfully conducted faculty training for the curation of study guides. In accordance with the guidelines set by Khyber Medical University, Peshawar, this study guide has been meticulously developed by the respective block coordinator. For any queries or concerns, kindly refer to the "Query and Troubleshooting" section for contact information.

Please be advised that the timetables provided in the study guides are tentative, and the final versions will always be accessible on the official website and notice boards a few days prior to the start of the module.

It is crucial to acknowledge that this guide is subject to continuous improvement, aligning with updates to module learning objectives and blueprints by KMU Peshawar. It is noteworthy that the learning objectives and blueprints outlined in this guide represent an enhanced and revised version of those originally provided by KMU.

For more information on modules and examination blueprints, please visit https://kmu.edu.pk/examination/guidelines.

Your login link of official website: https://mis.swatmedicalcollege.edu.pk/login/student_login

3 Module Committee:

s.no	Name	Department	Role
1.	Prof. Dr. Aziz Ahmad	Dean / principal	
2.	Dr. M Junaid Khan	DME	Director
	Module Team		
3.	Prof. Dr. Manzoor Ali	Surgery	Chairperson MPC III
4.	Prof. Dr. Nisar Ali	Surgery	HOD
5.	Prof. Dr. Saif urRahman	Surgery	Co-ordinator Block N
6.	Dr . Sardar Ali khan (AP)	Medicene	Member
7.	Dr. Tabassum Naheed Kusar (Associate prof)	Gynae/obs	Member
8.	Dr. Ibrahim (Associate prof)	Paeds	Member
9.	Dr.Yasir Iqbal (Assistant Prof)	Ortho	Co -opted Member
10.	Dr. Hussain (Assistant Prof)	Psychiatory	Co - opted Member

4 Recommended List Of Icons

Introduction To Case

For Objectives

Critical Questions

Assessment

Resource Material

5 Mission/ Vision of the College

5.1 Mission Statement of the Institution:

To impart quality medical education through evidence based teaching incorporating professionalism, patient safety, research, critical thinking, ethics and leadership.

5.2 Vision Statement of the Institution:

To be a center of excellence in medical education, patient care and research globally.

6 Overview of the Module

The Blood and Immunology Module 3 in the Final Year MBBS curriculum is a comprehensive exploration of essential topics related to hematology and immune system function. This module serves as a bridge between foundational knowledge acquired in earlier years and its application in clinical settings. It encompasses the study of blood components, hematological disorders, and the intricacies of immunological mechanisms. Students will delve into the pathophysiology of blood-related diseases, diagnostic techniques, and therapeutic interventions. The module also emphasizes the integration of theoretical concepts with practical skills, preparing future healthcare professionals to diagnose and manage a spectrum of hematological and immunological conditions in diverse patient populations. Through a combination of lectures, laboratory work, and clinical exposure, this module aims to equip students with a deep understanding of the complexities surrounding blood and immunology in the context of medical practice.

7 Introduction/ Organization of Module

7.1 Introduction:

Welcome to the Blood and Immunology Module 3 of the Final Year, where we immerse ourselves in an exploration of vital themes crucial to clinical practice. Over the allocated hours, we delve into the assessment and management of conditions associated with Pallor, delving into the intricacies of anemia and related disorders. The module further unfolds with an in-depth examination of Fever, covering its diverse etiologies and diagnostic approaches. Additionally, our focus extends to Bleeding, encompassing the assessment and understanding of coagulation disorders. This comprehensive module equips students with the knowledge and skills essential for adept clinical evaluation and management of hematological conditions.

7.2 Rational:

The rationale of the Blood and Immunology Module 3 lies in its paramount significance within the MBBS curriculum, serving as a crucial bridge between theoretical knowledge and practical clinical skills. This module is designed to provide final-year students with a profound understanding of hematological conditions, including anemia, coagulation disorders, and immunological mechanisms, which are integral aspects of medical practice. By immersing students in the assessment and management of themes like Pallor, Fever, and Bleeding, the module ensures a comprehensive exploration of conditions commonly encountered in clinical settings. This exposure is essential for future healthcare professionals, enabling them to adeptly diagnose and manage hematological disorders, thus enhancing their clinical competence and preparing them for the diverse challenges of medical practice.

7.3 Organization of the Study guide:

The organization of the Blood and Immunology Module 3 revolves around three central themes:

1. **Pallor:**
    - Physiology of Anemia: Understanding the pathophysiology of anemia and related hematological conditions.
    - Diagnostic Approaches: Exploring clinical assessment methods and laboratory investigations for pallor-related disorders.
    - Management Strategies: Covering therapeutic interventions and clinical management protocols for patients presenting with pallor.
2. **Fever:**
    - Etiologies of Fever: Delving into the diverse causes of fever, including infectious, inflammatory, and neoplastic origins.
    - Diagnostic Modalities: Exploring diagnostic approaches, including laboratory tests and imaging, for effective fever diagnosis.
    - Clinical Management: Understanding the principles of managing patients with fever, emphasizing evidence-based treatment strategies.
3. **Bleeding:**
    - Coagulation Disorders: Examining the physiological basis of bleeding disorders, including coagulation cascades and platelet function.

- Clinical Assessment: Developing skills in assessing patients with bleeding tendencies, focusing on history taking and physical examination.
- Therapeutic Interventions: Understanding the principles of treatment, including transfusion therapy and anticoagulant management, for patients with bleeding disorders.

This thematic organization ensures a structured and comprehensive exploration of key clinical aspects, providing students with a focused approach to acquiring in-depth knowledge and skills in the assessment and management of hematological conditions.

7.4 Teaching Strategies:

The students are taught the subject matter in different ways, like self-directed learning explaining the topic with the help of sketches, diagrams and short videos. The topics are taught in a way which is simple, crisp and non-boring. The students should not behave as silent listeners; rather, an interactive discussion will give a more promising result about the student learning. Questions should be asked during lectures to keep the students unbored and give them an opportunity for critical thinking and analysis.

7.5 Assessment strategies

Details of assessment strategies are embedded in the study guides. It includes self-assessment tools, practice questions after covering a particular subject/ topic and case studies. The theoretical knowledge of the students can be assessed by summative/ formative manner. It includes MCQs, case scenarios and SEQS. The practical/ clinical knowledge is assessed with OSCE. The results of the assessment is communicated to the students, teachers, Head of the respected departments and ideally to the parents of the students as well. If the students do not show compliance, the results will be intimated to their parents so that any flaw on part of the student is rectified in time.

7.6 Feedback mechanism and summary

A mechanism should is devised to get information from the students to know If they are satisfied with the teaching methods and if not, what improvemt could be possible. Feedback from the faculty regarding teaching a particular topic/ subject will also be obtained. These endeavours should make the modules more effective and understandable.

8 Assessemnt Plan

Table 1: Distribution of marks in the final year professional examination

Assessment Plan of Year 5 MBBS							
Theory paper	**Modules**	**Theory marks**	**Internal assessment theory (10%)**	**OSCE**	**Structured Long-case)**	**Internal assessment OSPE/OSPE (10%)**	**TOTAL MARKS**
Paper N	Foundation-3 Blood-3 MSK-3	120	12	120	30	18	300
Paper O	Cardiopulmonary- 3	120	12	120	30	18	300
Paper P	Renal-3 Endocrine and Reproduction-3	120	12	120	30	18	300
Paper Q	Neurosciences-3 GIT-3 Multisystem-2	120	12	120	30	18	300
Total Marks		**480**	**48**	**480**	**120**	**72**	**1200**

9 Learning Objectives

9.1 General Learning Outcomes

By the end of Blood & Immunology-III Module, Final year MBBS students will be able to:

- Explain the etiology, clinical features, diagnostic workup, and management of a patient with Anemia.
- Explain the etiology, clinical features, diagnostic workup, and management of a patient with anemia of pregnancy.
- Explain the etiology, clinical features, diagnostic workup, and management of a patient with Leukopenia.
- Explain the etiology, clinical features, diagnostic workup, and management of a patient with Leukocytosis.
- Explain the management and complications of a patient with hematological malignancies.
- Discuss the diagnostic workup of a patient with splenomegaly.
- Explain the etiology, clinical features, diagnostic workup, and management of a patient with bleeding and clotting disorders.
- Explain the etiology, clinical features, diagnostic workup, and management of a patient with anemia of pregnancy.

9.2 Specific Learning Outcomes

Theme-1: Pallor					
Subject	**Topic**	**Hours**	**S. No**	**Domain of learning**	**Learning objectives**
Pediatrics	Anemia	1	1	Cognitive	Evaluate a neonate, infant and child with anemia (congenital/acquired).
			2	Cognitive	Explain the diagnostic workup needed for different age group in Pediatric patients with anemias of inadequate production and hemolytic anaemia.
			3	Cognitive	Classify anemias based on history, physical examination and relevant investigations considering different age groups
		1	4	Cognitive	Manage an infant and child with iron deficiency anemia and megaloblastic anemia
			5	Cognitive	Manage a neonate and infant with hereditary anemias
		2	6	Cognitive	Manage a child with hemolytic anemias: • 7Thalassemia • Sickle cell anemia • Hereditary spherocytosis • G6PD deficiency

			7	Cognitive	Manage a child with anemia resulting from bone marrow failure (Aplastic anemia)
			8	Psychomotor skills	Perform physical examination of a neonate, infant and child with anemia
			9	Psychomotor skills	Perform general physical and systemic examination keeping in mind the hematological problem for a specific Pediatric age group
			10	Affective domain	Counsel a parent of a neonate, infant and child with Thalassemia major
Medicine	Anemias	1	11	Cognitive	Evaluate a patient with anemia
			12	Cognitive	Explain the diagnostic workup of a patient with anemias
			13	Cognitive	Classify anemias based on history, physical examination and relevant investigations
		1	14	Cognitive	Manage a patient with iron deficiency anemia
			15	Cognitive	Manage a patient with hereditary anemias
			16	Cognitive	Manage a patient with hemolytic anemias (hereditary and acquired)
			17	Cognitive	Manage a patient with anemia resulting from bone marrow failure
			18	Psychomotor skills	Take a history from a patient with anemias
			19	Psychomotor skills	Perform physical examination of a patient with anemia
			20	Psychomotor skills	Perform hematological examination
			21	Affective domain	Counsel a patient with different type of anemias
Gynaecology	Anemia in pregnancy	1	22	Cognitive	List the various causes of anemia in pregnancy.
			23	Cognitive	Describe Feto-maternal complications of anemia in pregnancy.
			24	Cognitive	Interpret the blood picture of a pregnant patient with anemia
			25	Cognitive	Outline diagnostic workup and management plan of a patient with anemia in pregnancy.
			26	Psychomotor	Take history and perform physical examination of a patient with anemia in pregnancy.
			27	Affective	Counsel a pregnant patient with anemia.
Theme-2: Fever					

Subject	Topic	Hours	S. No	Domain of learning	Learning objectives
Pediatrics	Leukopenia	1	28	Cognitive	Evaluate a report of peripheral blood film
			29	Cognitive	Explain the diagnostic approach to a child with Leukopenia
			30	Psychomotor	Take a history of a child/infant with leukopenia / aplastic anemia
	Leukemias	1	31	Cognitive	Explain the diagnostic approach to a child with leukocytosis
			32	Cognitive	Classify Leukemias
			33	Cognitive	Explain the diagnostic approach to a patient with suspected leukemia
			34	Cognitive	Explain the management of a child with acute Leukemias
			35	Psychomotor	Take history and perform physical examination of a patient with leukocytosis
			36	Affective	Counsel a parent with a child with ALL.
	Splenomegaly	1	37	Cognitive	Classify the causes of splenomegaly in Paediatric age group
			38	Cognitive	Explain the diagnostic approach to a child with splenomegaly
Medicine	Leukopenia	1	39	Cognitive	Evaluate a peripheral blood film
			40	Cognitive	Explain the diagnostic approach to a patient with Leukopenia
			41	Psychomotor	Take a history from a patient with leukopenia and aplastic anemia
	Leukemias	2	42	Cognitive	Explain the diagnostic approach to a patient with leukocytosis
			43	Cognitive	Classify Leukemias
			44	Cognitive	Explain the management of a patient with acute Leukemias
			45	Cognitive	Explain the management of a patient with chronic Leukemias
			46	Psychomotor	Take history and perform physical examination of a patient with leukocytosis
	Splenomegaly	2	47	Cognitive	Classify the causes of splenomegaly
			48	Cognitive	Explain the diagnostic approach to a patient with splenomegaly

	Lymphadenopathy		49	Cognitive	Classify the causes of generalized lymphadenopathy
			50	Cognitive	Explain the diagnostic approach to a patient with generalized lymphadenopathy
			51	Cognitive	Classify lymphomas
			52	Cognitive	Explain the management of a patient with Lymphoma (Hodgkin`s and non-Hodgkin`s)
			53	Cognitive	Explain tumor lysis syndrome and its management
			54	Cognitive	Explain the common adverse effects of chemotherapeutic agents used in hematological malignancies and their management and prevention.
			55	Affective	Counsel a patient with newly diagnosed hematological malignancy
Theme-3: Bleeding					
Pediatrics	Definition of terms	1	56	Cognitive	Define Petechae, purpura, ecchymosis
	Bleeding and clotting disorders		57	Cognitive	Explain the diagnostic approach to a child/infant with bleeding disorder
			58	Cognitive	Classify clotting disorders and explain their etiologies
			59	Cognitive	Explain the coagulation screen
			60	Cognitive	Interpret the common hematological parameters in a child with bleeding disorder (Platelets count, BT, CT, PT, APTT, Fibrinogen levels, FDPs)
		2	61	Cognitive	Explain the management of Von Willebrand disease
			62	Cognitive	Explain the management of a child with Hemophilia A
			63	Cognitive	Explain the management of a child with Idiopathic Thrombocytopenic Purpura
			64	Cognitive	Explain the dosage and administration of factor VIII in a child/infant in different situations like accidents, fall of deciduous teeth, surgery etc.
			65	Psychomotor	Take history and perform physical examination of a child with history of bleeding disorder

Medicine	Bleeding and clotting disorders	2	66	Cognitive	Explain the diagnostic approach to a patient with bleeding disorder
			67	Cognitive	Classify hypercoagulable states and their management and prevention of thrombosis

10 Learning Opportunities and Resources

Books:

a. Harrison principles of Internal medicines

b. Davidsob principles and practice of medicinces

c. ECG Made Easy by John R Hampton

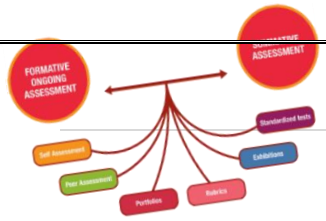
d. Arterial blood gases Made easy by lain A M Hennessey

e. Nelson Textbook of Pediatrics

f. Bailey and love textbook pof surgery

g. Oxford Handbook of clinical medicine

h. Oxford handbbok of clinical surgery



11 Examination and Methods of Assessment:

The year-5 will be assessed in 4 blocks

1. Block-1 (Foundation-3, Blood and Immunology-3, and MSK-3) will be assessed in paper-N.
2. Block-2 (Cardiorespiratory-3) will be assessed in **paper-O.**
3. Block-3 (Renal-3 and Endocrine and Reproduction-3) will be assessed in **paper-P.**
4. Block-4 (Neurosciences-3, GIT and Hepatobiliary-3 and Multisystem-2) will be assessed in **paper-Q.**
5. Each written paper consists of 120 MCQs.
6. Internal assessment will be added to final marks in KMU as shown in table below.
7. In OSCE, each station will be allotted 6 marks, and a total of 120 (+10% marks of internal assessment (18 marks) marks are allocated for each OSCE examination.
8. Any content of the subjects (medicine and allied, Surgical and allied, Gynecology and pediatrics) already covered in the previous years will be included in the final year assessments (both written and practical).
9. Practical assessment will be in the form of OSCE (+embedded short cases and Objective Structured Long Examination Record.
10. The details of each section are given in the tables below.

Theory Examination Scheme
Paper-N (Foundation-3, Blood-3 and MSK-3)

Block	Module	Subject hours	Subject MCQs	Total MCQs	Paper MCQs
N	Foundation-3	PRIME	5	25	120
		Medicine	3		
		Surgery	10		
		Psychiatry	3		
		Pediatrics	3		
		Radiology	1		
	Blood-3	Pediatrics	17	35	
		Medicine	16		
		Gynecology	2		
	MSK-3	Medicine	21	60	
		Orthopedics	12		
		Paediatrics	7		
		Dermatology	14		
		Surgery/plastic surgery	5		
		Psychiatry	1		

Practical Examination Scheme
OSCE station distribution of different subjects

BLOCK-N (TOTAL STATIONS=20 and 6 marks/station)					
Subjects	**OSCE stations**		**Viva stations**	**Logbook and history books (1-station)**	**Structured Long case =30 marks)**
	Static/ interactive	**Short cases**			
Medicine+ Rheumatology	2	2	1	General Surgery and allied	General Surgery
Surgery	2	0	1		
Paediatrics	2	2	1		
Orthopedics	1	1	1		
Dermatology	2	0	1		
Total	9	5	5	1	1

11.

12 Tentative Timetables

SWAT MEDICAL COLLEGE, SWAT
Department of Medical Education
Time Table **??Year MBBS**
Class Session 2024-25
Block-A: (Foundation & Blood Modules)

Week-1)

Week-1 (Day/Date)	**8.30 to 10.20 AM**	**10.30 to 11.20 AM**	**11.30 to 12.20 PM**	**12.30 to 1.30 PM**
	Topic Venue Teacher name	Topic Venue Teacher name	Topic Venue Teacher name	Topic Venue Teacher name
	Topic Venue Teacher name	Topic Venue Teacher name	Topic Venue Teacher name	Topic Venue Teacher name
	Topic Venue Teacher name	Topic Venue Teacher name	Topic Venue Teacher name	Topic Venue Teacher name
	Topic Venue Teacher name	Topic Venue Teacher name	Topic Venue Teacher name	Topic Venue Teacher name
	Topic Venue Teacher name	Topic Venue Teacher name	Topic Venue Teacher name	Topic Venue Teacher name

13 For inquiry and troubleshooting

Please contact
Prof. Dr. Saif ur Rehman

14 Module Evaluation Form

This is an example of feedback form and real-time feedback will be obtained through an electronic link and/or your LMS.

MBBS Year: _____ Block: _____ Module: _____

Date: _____

1. (Unsatisfactory) 2 (Fair) 3 (Satisfactory) 4 (Good) 5 (Excellent)

Category: Course Contents

No.	Question	1	2	3	4	5
1	To what extent did the course contents align with the stated learning objectives of the module?					
2	How clear and comprehensive were the course materials provided in this module?					
3	Were the core topics adequately covered, ensuring a well-rounded understanding of the subject?					
4	How current and up-to-date were the course contents in reflecting recent advancements?					
5	Did the module incorporate real-world applications and case studies effectively?					
	Category: Learning Resources					
6	Were the learning resources (e.g., textbooks, online materials, laboratory facilities) readily available and easily accessible?					
7	How helpful were additional learning resources such as supplementary readings or multimedia content?					
8	Did the module offer adequate support for research and independent study?					
9	Were digital resources and online platforms effectively utilized to enhance the learning experience?					
10	Were there sufficient opportunities for hands-on practice and practical application of knowledge?					
	Category: Teaching Methods					
11	How well did instructors engage with students and create a supportive learning environment?					
12	Were diverse teaching methods (e.g., lectures, group discussions, simulations) effectively employed?					
13	How responsive were instructors to questions, concerns, and feedback from students?					
14	To what extent did instructors provide timely and constructive feedback on assignments and assessments?					
15	Were opportunities for collaborative learning and peer-to-peer interactions encouraged and facilitated?					
No.	**Category: Engagement and Motivation**					
16	To what extent did the module use real-world examples and practical applications to engage students?					

17	How well were active learning techniques (e.g., problem-solving, case studies) integrated into the curriculum?					
18	Did the module provide opportunities for students to pursue their individual interests within the subject matter?					
19	Were assessments designed to challenge and motivate students to excel in their studies?					
Category: Inclusivity and Diversity						
20	How well did the module accommodate different learning styles and preferences among students?					
21	Were efforts made to include diverse perspectives, cultures, and backgrounds in the curriculum?					
22	How effectively were accommodations provided for students with varying levels of prior knowledge?					
	Category: Overall					
No.	**Question**	**1 (Very Poor)**	**2 (Poor)**	**3 (Fair)**	**4 (Good)**	**5 (Excellent)**
23	How would you rate the overall quality of this module?					

15 Students Diary/Notes

S.NO	DATE	TASK	PENDING/COMPLETED	COMMENTS

PROGRESS:_____ ACHIEVMENT: _____