



# MEDICAL COUNCIL OF INDIA

## COMPETENCY BASED UNDERGRADUATE CURRICULUM FOR THE INDIAN MEDICAL GRADUATE

Knows Knows how Shows Shows how Performs

Describe Enumerate Observe Demonstrate Assist

Counsel

Integrate

Analyse

### *Logbook Guidelines*

Interpret

Guide

Communicate

Critique

Clinician

Communicator

Team Leader

Professional

Lifelong Learner

Knowledge

Skills

Attitude

Values

Responsiveness

Communication

### Curriculum Implementation Support Program

# **Guidelines for preparing Logbook**

for

**Undergraduate Medical Education Program**



**Medical Council of India  
Pocket-14, Sector-8, Dwarka,  
New Delhi 110 077**

This booklet has been prepared by the Expert Group nominated by the Board of Governors in supersession of the Medical Council of India, for use by faculty members / institutions / Universities. These guidelines for recording logbook entries are recommended to be followed for the MBBS students from the academic year 2019-20 onwards. This module aims to create a standard protocol for documenting the achievement of selected competencies listed in the Competency Based UG Curriculum (2018) and the Regulations on Graduate Medical Education, 2019, Part II.

The instructions given herewith are guidelines only for the colleges / Universities and can be adapted / modified as per requirements.

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## **Guidelines for preparing Logbook**

### **Foreword**

The competency driven curriculum places great emphasis on the acquisition of a pre-defined set of knowledge, skills, attitude and values that would allow the learner to become a physician of first contact in the community. Traditional summative assessment is not sufficient to ensure that the learner has indeed acquired requisite competencies. A formative process that documents the progression of the learner in the acquisition of competencies by him or her therefore becomes a necessary and integral tool. As defined in this booklet, the logbook is a *verified record* of the progression of the learner documenting the acquisition of the requisite knowledge, skills, attitude and/or competencies. The logbook thus is an academic document that becomes both a snap shot of the progress of the learner as well as a prerequisite for progression to the next phase of learning or graduation from the course.

This booklet provides a guide as well as examples on how the traditional logbook can be modified to work in alignment with the principles of the competency driven curriculum. Importantly, it illustrates through example, planning of activities, derivation of components of the activity, criteria for successful completion, remedial and feedback into the log table. This sample may be used and adapted as required for the local needs of colleges.

This sample booklet has been developed by the curriculum expert group based on the needs of the competency driven curriculum. As we gain experience with the curriculum we are keen to learn best practices from colleges across the nation and how institutions have adapted the logbook to help their learners.

  
Chairman, BOG

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भारतीय आयुर्विज्ञान परिषद्  
**MEDICAL COUNCIL OF INDIA**  
BOARD OF GOVERNORS  
IN SUPERSESSION OF MEDICAL COUNCIL OF INDIA


**Guidelines for preparing Logbook**  
**Foreword**

This booklet has been developed by the curriculum expert group to help institutions to create a logbook that documents the undergraduate student's acquisition of skills and record of other important activities required as part of the academic program. Completion of the activities specified and submission of the certified logbook is a **prerequisite** for a student to apply for the end of phase summative examination.

This booklet provides a sample template for the logbook as well as a simple log table that will allow institutions to document and act on various activities that are required by students to complete the course. It also emphasises the need for feedback and remedial action when required to be taken by the students.

The templates provided here can be adapted by institutions in print or in the electronic format. Logbooks can be created phase -wise or subject - wise. Evidence for the activities in the logbook can be maintained in a portfolio or as an Annexure to the logbook.

The logbook is an important document recording the student's progress. The suggested log format supports objectives enunciated in the competency driven undergraduate curriculum by helping document competency acquisition by the learner.

  
(Dr. R. K. Vats)  
Secretary General

# Logbook for the MBBS Curriculum

## Introduction

A key aspect of the new Competency Based UG Curriculum is the emphasis on acquisition of competencies as a requisite for progression in the course. Active learning process by the student and his/her progression to achievement of competencies / pre-determined tasks need to be documented. A record of activities completed and competencies acquired is necessary to ensure that the learner has acquired the key competencies. The logbook forms an integral part of the formative / continuous assessment program. This document outlines the means and processes to create and record such activities in the form of a unified logbook. The process is illustrated using examples based on the principles of formative evaluation. This is a suggested format. Institutions can develop their own process and records based on local requirements incorporating the major elements outlined in this document.

## Glossary

**Logbook:** is a *verified record* of the progression of the learner documenting the acquisition of the requisite knowledge, skills, attitude and/ or competencies.

**Portfolio** is a collection of learner's progression in tasks and competencies. A portfolio is an evidence of events documented in the logbook. It includes selected assignments, self-assessment, feedback, work-based and in-training formative assessments, reflections and learnings from planned activity in the curriculum. **The maintenance of portfolio is desirable. If portfolio is not possible to be maintained, an annexure to logbook can be used for documenting details.**

**Activity:** This term refers to a predefined task performed by learners that contributes to the achievement of stated objectives or competencies.

**Remedial:** Remedial is a planned activity aimed at correcting deficits that prevent a learner from achieving an intended outcome.

**Feedback:** Feedback is a formal active interaction performed at the completion of an observed activity (or activities) intended to facilitate positive change, growth and improvement of the learner through guided reflection of activity (ies) performed.

The faculty will determine the competencies that need to be part of the logbook. Skill competencies that have Performance '(P)' automatically qualify to be in the logbook most of the time. Selected skill competencies with Shows How '(SH)' in the psychomotor and communications domains will require a logbook entry.

Certain competencies which require documentation of self-directed learning - reflections, narrative and creative writing experiences, participation in group activities such as seminars, symposia etc. may be included in the logbook. Competencies that require documentation of collected clinical or laboratory experiences, predetermined patient or community interactions such as field visits may also be included in the logbook. Successful documentation and submission of the logbook is a prerequisite for being allowed to take the final summative examination (GMER 11.1.1.b.7).

The competencies addressed during Foundation Course should be entered in the logbook of the first professional year. Since AETCOM is a longitudinal program, it should find a place in the logbook of each professional year or have its own logbook spreading across the years.

*Whether logbooks are maintained subject-wise or phase-wise, in print or in electronic format is left to the discretion of individual institutions.* It is important that the logbook reflects the spirit and purpose of the Competency driven Curriculum, captures and documents the acquisition of chosen competencies and the progress of the student without being unwieldy and inefficient. While it is tempting to enter the acquisition of each and every competency in logbook, this will lead to a drain on faculty time and is best avoided. Hence, many 'K' (Knows) and 'KH' (Knows How) competencies may be left out, unless they lead to activities mentioned above.



Note that all elements of the competency need not be addressed by an activity. Also, the objectives of the competency need not be met in one session. Often multiple sessions are required with progressive enhancement of knowledge or skills leading to the acquisition of the competency. Indeed, this can take place in sessions spread over two or more phases.

The faculty will determine the level of achievement or criteria that will determine satisfactory (meets expectations) completion of the activity and contribute towards the acquisition of the competency. The faculty will use a numerical score but should determine the pass or satisfactory score. The faculty will also prescribe what a learner should do if he or she does not meet the expectations and hence has not successfully completed the activity i.e. should he or she repeat the activity? should there be remedial training after x number of repeats? etc.

The performance of the learner must be transferred to the log table (see tables 1, 2 and 3 for professional year 1) . Explanation for each column in the table is provided after Table 3.

# Table 1. Sample template of Logbook page in Human Anatomy

Subject: Human Anatomy

First Year MBBS

Sub Item: Dissection / Histology / Museum sessions / Vertical Integration / Early Clinical Exposure / Seminar / Self Directed Learning

1	2	3	4	5	6	7	8
Competency # addressed	Name of Activity	Date completed: dd-mm-yyyy	Attempt at activity First or Only (F) Repeat (R) Remedial (Re)	Rating Below (B) expectations Meets (M) expectations Exceeds (E) expectations OR Numerical Score	Decision of faculty Completed (C) Repeat (R) Remedial (Re)	Initial of faculty and date	Feedback Received Initial of learner

Separate sheet(s) for Foundation Course, AETCOM, Humanities, Sports, extracurricular activities, subjects (as in the index), needed.

(This table can be replicated in as many pages, as needed)

## Table 2. Sample template of Logbook page in Biochemistry

Subject: Biochemistry

First Year MBBS

Sub Item: Practicals (Student Lab.) / Practicals( Clinical Lab.) / Vertical Integration / Early Clinical Exposure / Seminar / Self Directed Learning

1	2	3	4	5	6	7	8
Competency # addressed	Name of Activity	Date completed: dd-mm-yyyy	Attempt at activity First or Only (F) Repeat (R) Remedial (Re)	Rating Below (B) expectations Meets (M) expectations Exceeds (E) expectations OR Numerical Score	Decision of faculty Completed (C) Repeat (R) Remedial (Re)	Initial of faculty and date	Feedback Received Initial of learner

### Table 3. Sample template of Logbook page in Physiology

Subject: Physiology

First Year MBBS

Sub Item: Practicals (Student Lab.) / Practicals(Human Physiology) / Vertical Integration / Early Clinical Exposure / Seminar / Self Directed Learning

1	2	3	4	5	6	7	8
Competency # addressed	Name of Activity	Date completed: dd-mm-yyyy	Attempt at activity First or Only (F) Repeat (R) Remedial (Re)	Rating Below (B) expectations Meets (M) expectations Exceeds (E) expectations OR Numerical Score	Decision of faculty Completed (C) Repeat (R) Remedial (Re)	Initial of faculty and date	Feedback Received Initial of learner

## Explanation of each column in the logbook table (Tables 1, 2, 3 above)

1. The **number** of the competency addressed includes the subject initial and number (from Vol. I, II, or III of the UG Curriculum)  
e.g., AN 2.1
2. **Name of activity** -  
e.g., Seminar on Liver or Group discussion or Session 1 of CPR (if the institution has numbered each activity, the number may be entered)
3. **Date the activity gets completed**
4. **Attempt at activity by learner:** Indicate if:
  - a. First attempt (or) only attempt
  - b. Repeat ( R ) of a previously done activity
  - c. Remedial activity (Re) based on the determination by the faculty
5. **Rating - Use one of three grades:**
  - a. Below expectations (B);
  - b. Meets expectations (M)
  - c. Exceeds expectations (E)
6. **Decision of faculty**
  - a. C: activity is completed, therefore closed and can be certified, if needed
  - b. R: activity needs to be repeated without any further intervention
  - c. Re: activity needs remedial action (usually done after repetition did not lead to satisfactory completion)
7. Initial (Signature) of faculty indicating the completion or other determination
8. Initial (Signature) of the learner if feedback has been received.

The logbook shall have pages dedicated to participation in Foundation Course (in first phase) and AETCOM activities (in all phases). There can be a logbook for each phase, which must be submitted before the examination and available for university examiners to review, if necessary or at random. If the subjects are included in more than one phase (e.g. Community Medicine, General Medicine etc.), the subjects can have a logbook covering various competencies (activities) in all phases.

The final summary page at the end of the logbook (see appendix 1) can have a quantitative expression as to the percentage of achievement of competencies at various levels. This page may be replicated in logbooks of subsequent phases (unless a common book is used). **The sample templates given above pertain to the first Phase of the MBBS course but can be modified and used for other phases as well.**

## Illustrative Examples

### 1. Psychomotor skills

An example of a psychomotor skill that has to be acquired in Phase 1 is given here step-wise, from identifying the competency to the logbook entry required.

#### 1. Competencies identified:

- a. PY6.8: Demonstrate the correct technique to perform & interpret Spirometry.
- b. PY6.9: Demonstrate the correct clinical examination of the respiratory system in a normal volunteer or simulated environment.
- c. PY6.10: Demonstrate the correct technique to perform measurement of peak expiratory flow rate in a normal volunteer or simulated environment.

It is desirable to break down the competency into objectives so that learning sessions can be devised accordingly

**2. Name of activity:** Examination of the Respiratory System in normal persons.

#### 3. Components of activity:

- a. Attend teaching session on PY6.7. Describe and discuss lung function tests & their clinical significance.
- b. Attend practical session on examination of the respiratory system and measurement of lung function.
- c. Review video available (optional).
- d. Demonstrate (by student) examination of the respiratory system, incentive spirometry and peak expiratory flow rate in a volunteer or standardised patient accurately.
- e. Interpret a set of given patterns of Pulmonary Lung Function Tests (PFTs) accurately.

**4. Criteria for successful completion of activity**

- a. Demonstration of examination and procedure as pre-specified.
- b. Interpretation of PFT patterns provided accurately.

**5. Numerical scoring for activity**

Not required.

**6. Documentation of activity in portfolio or Annexure of logbook**

Not required.

**7. Recommended action when learner is unsuccessful**

- a. Provide feedback
- b. Allow repeat
- c. If repeat x 2 is unsuccessful, learner must review video available / work with the faculty prior to retaking the activity.

**8. Any other comments**

Equipment required to be listed



**Sample logbook entry for psychomotor skills (see Tables 4 & 5)**

**Table 4: Sample logbook entry for psychomotor skills where the student has successfully completed the activity**

**Subject: Physiology**

**First Year MBBS**

**Sub Item: Practicals (Physiology)**

1	2	3	4	5	6	7	8
Competency # addressed	Name of Activity	Date dd-mm-yyyy	Attempt at activity First or Only (F) Repeat (R) Remedial (Re)	Rating Below (B) expectations Meets (M) expectations Exceeds (E) expectations Or Numerical Score	Decision of faculty Completed (C) Repeat (R) Remedial (Re)*	Initial of faculty and date	Feedback Received Initial of learner
PY6.8	Demonstrate the correct technique to perform & interpret Spirometry	18-09-2019	F	M	C		
PY6.9	Demonstrate the correct clinical examination of the respiratory system in a normal volunteer or simulated environment	19-09-2019	F	M	C		
PY 6.10	Demonstrate the correct technique to perform measurement of peak expiratory flow rate in a normal volunteer or simulated environment	20-09-2019	F	M	C		

**Table 5: Sample logbook entry for psychomotor skills where the student has not successfully completed the activity**

(S)He had to repeat it. And he or she has completed it a week later. Then the logbook entry will appear thus.

**Subject: Physiology**

**First Year MBBS**

**Sub Item: Practical (Physiology)**

1	2	3	4	5	6	7	8
Competency # addressed	Name of Activity	Date dd-mm-yyyy	Attempt at activity First or Only (F) Repeat (R) Remedial (Re)	Rating Below (B) expectations Meets (M) expectations Exceeds (E) expectations Or Numerical Score	Decision of faculty Completed (C) Repeat (R) Remedial (Re)	Initial of faculty and date	Feedback Received Initial of learner
PY6.8-6.10	Respiratory exam in normal	19-09-2019	F	B	R		Yes, Initial

## 2. AETCOM Competency

### 1. Competency identified:

a. AETCOM module 1.4 (also included as IM 26.20)

**Ability to communicate to patients in a patient, respectful, non-threatening, non-judgmental and empathetic manner**

### 2. Name of activity:

i. Large group session- 2 hours

ii. Self-directed learning with documentation of personal reflection- 2 hours

iii. Small group discussions – 2 hours

iv. Discussion and closure – 1 hour

### 3. Components of activity:

a. Introductory large group sessions on the principles of communication.

b. Self-directed/Guided learning by students on the importance and techniques of effective communication.

c. Small group sessions on improving communication. These sessions can include either videos or role play highlighting common mistakes in patient - doctor communication and allowing students to identify these mistakes and discussing on how to correct them.

d. Closure session with reflection by students in a small group based on sessions 1, 2 and 3 and with emphasis on learning done and future directions.

### 4. Criteria for successful completion of activity: Active participation in 3 a, b & c

i. Assessment of reflections by peer groups / mentors

5. **Numerical scoring for activity:** Not required
6. **Documentation of activity in portfolio or Annexure of logbook:**  
Required. Document reflection
7. **Recommended action when learner is unsuccessful**
- i. Provide feedback
  - ii. Allow repeat / discuss chance to improve in subsequent sessions.
  - iii. If repeat x 2 is unsuccessful learner must review video available / work with the faculty prior to retaking the activity.
8. **Any other comments**
- Student reflections may be part of the portfolio as a record of the activity done.

**Table 6. Sample logbook entry where the student has successfully completed the activity**

**Subject: AETCOM**

**MBBS Phase I**

1	2	3	4	5	6	7	8
<b>Competency # addressed</b>	<b>Name of Activity</b>	<b>Date dd-mm-yyyy</b>	<b>Attempt at activity</b> First or Only (F) Repeat (R) Remedial (Re)	<b>Rating</b> Below (B) expectations Meets (M) expectations Exceeds (E) expectations OR Numerical Score	<b>Decision of faculty</b> Completed (C) Repeat (R) Remedial (Re)	<b>Initial of faculty and date</b>	<b>Feedback Received</b> Initial of learner
AETCOM 1.4	Basics of communication (P1)	22-10-2019	F	M	C		

This competency is completed by various activities on a longitudinal basis through various phases and hence it is important that the logbook is maintained/ available through the phases.

### 3. Documentation of field or clinic visit

Pre-specified activities that are part of the curriculum need to be captured in the logbook. One such example is a community visit or specialised clinic visit.

**1. Competencies identified**

PE 6.11 Visit to the Adolescent clinic

**2. Name of activity**

Visit to adolescent clinic

**3. Components of activity:**

- a. Activity is planned
- b. Learner visits center in small groups
- c. A briefing session is provided
- d. Learner understands organisation, team work, services provided, criteria for referral
- e. Learner observes care provided to adolescents
- f. Learner interacts with team members
- g. A debrief of learning done is provided
- h. Learner writes a summary of observation and reflection

**4. Criteria for successful completion of activity**

Activity completed and documented in logbook

Summary of observations placed in portfolio or Annexure to logbook

**5. Numerical scoring for activity**

Not required

**6. Documentation of activity in portfolio or Annexure of logbook**

Required. Document narrative of visit and learnings

**7. Recommended action when learner has not completed the task satisfactorily**

- a. N/A

**8. Any other comments**

**Table 7. Sample logbook entry where the student has successfully completed the visit**

**Subject: Pediatrics**

**MBBS Phase III (2)**

**Sub item: Visit to Adolescent Clinic**

1	2	3	4	5	6	7	8
<b>Competency # addressed</b>	<b>Name of Activity</b>	<b>Date dd-mm-yyyy</b>	<b>Attempt at activity</b> First or Only (F) Repeat (R) Remedial (Re)	<b>Rating</b> Below (B) expectations Meets (M) expectations Exceeds (E) expectations OR Numerical Score	<b>Decision of faculty</b> Completed (C) Repeat (R) Remedial (Re)	<b>Initial of faculty and date</b>	<b>Feedback Received</b> Initial of learner
PE 6.11	Visit to Adolescent Clinic	17-09-2019	F	M	C		

# **Appendix I**

## **Sample Logbook for professional year 1**



## College Emblem

Name and address of the college:

### Personal details

Name of the student:

Date of admission to MBBS Course:

Date of beginning of the current Phase:

Reg. No. (College ID)

Reg. No. (University ID)

Permanent Address:

E mail ID: (optional)

Mobile Number: (optional)

## **LOGBOOK CERTIFICATE (Sample)**

This is to certify that the candidate Mr/ Ms  
....., Reg No. ...., admitted in the  
year 2019-20 in the ----- Medical College, ----- has  
satisfactorily completed / has not completed all assignments /requirements mentioned in  
this logbook for first year MBBBS course in the subject(s) of Anatomy/  
Physiology/Biochemistry/Foundation Course/ AETCOM during the period from  
..... to..... . She / He is / is not eligible to appear for the summative  
(University) assessment as on the date given below.

Signature of Faculty

Name and Designation

Countersigned by Head of the Department

Principal/Dean of the College

Place:

Date:

## **GENERAL INSTRUCTIONS**

- 1) The logbook is a record of the academic / co-curricular activities of the designated student, who would be responsible for maintaining his/her logbook.
- 2) The student is responsible for getting the entries in the logbook verified by the Faculty in charge regularly.
- 3) Entries in the logbook will reflect the activities undertaken in the department & have to be scrutinized by the Head of the concerned department.
- 4) The logbook is a record of various activities by the student like:
  - Overall participation & performance
  - Attendance
  - Participation in sessions
  - Record of completion of pre-determined activities.
  - Acquisition of selected competencies
- 5) The logbook is the record of work done by the candidate in that department / specialty and should be verified by the college before submitting the application of the students for the University examination.

## INDEX

Sr. No	Description of the course	Page numbers	
		From	To
1	Foundation Course		
2	AETCOM Module		
3	Early Clinical Exposure		
4.	Vertical Integration		
5	Humanities		
6	Subject: Anatomy		
7	Subject: Physiology		
8	Subject: Biochemistry		
9	Extracurricular activities		
10	Sports / Physical Education		

**Table 1. Sample of Logbook page in Human Anatomy**  
**Subject: Human Anatomy**

**First Year MBBS**

**Sub Item:** Dissection / Histology / Museum sessions / Vertical Integration / Early Clinical Exposure /Seminar /Self Directed Learning

1	2	3	4	5	6	7	8
Competency # addressed	Name of Activity	Date completed: dd-mm-yyyy	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

Separate sheet(s) for Foundation Course, AETCOM, Humanities, Sports, extracurricular activities, subjects (as in the index) needed.

(This table can be replicated in as many pages, as needed)

**Table 2. Sample of Logbook page in Biochemistry**

**Subject: Biochemistry**

**First Year MBBS**

**Sub Item:** Practicals (Student Lab.) / Practicals( Clinical Lab.) /Vertical Integration /Early Clinical Exposure /Seminar/ Self Directed Learning

1	2	3	4	5	6	7	8
Competency # addressed	Name of Activity	Date completed: dd-mm-yyyy	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

Separate sheet(s) for Foundation Course, AETCOM, Humanities, Sports, extracurricular activities, subjects (as in the index) needed.

(This table can be replicated in as many pages, as needed)

**Table 3. Sample of Logbook page in Physiology**

**Subject: Physiology**

**First Year MBBS**

**Sub Item:** Practicals (Student Lab.) / Practicals(Physiology) / Vertical Integration / Early Clinical Exposure / Seminar / Self Directed Learning

1	2	3	4	5	6	7	8
Competency # addressed	Name of Activity	Date completed: dd-mm-yyyy	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

Separate sheet(s) for Foundation Course, AETCOM, Humanities, Sports, extracurricular activities, subjects (as in the index) needed.

(This table can be replicated in as many pages, as needed)

# Final Summary

Sr. No	Description	Dates		Attendance percentage	Status	Signature of Teacher
		From	To		Complete/ Incomplete	
1	Foundation Course					
2	AETCOM Module					
3	Early Clinical Exposure					
4.	Vertical Integration					
5	Humanities					
6	<b>Subject:</b> Human Anatomy					
7	<b>Subject:</b> Physiology					
8	<b>Subject:</b> Biochemistry					
9	Extracurricular activities					
10	Sports /Physical Education					