



Student Learning Support System
ANNUAL REPORT

Academic Year: 2015-2016

1. Introduction: The Student Learning Support System was introduced in the teaching schedule primarily to improvise the newly admitted students at the point where they are new to the course feel comfortable with the course. Furthermore, the system continues throughout the course. The main aim was to introduce students regarding the course, its scope; foundation and knowledge, required to understand the course. During the continuation of program, the focus is to improve the overall academic performance of the students by identifying student as “Slow Performer”, “Mediocre learner” and “Advance learner”. This identification helps in the categorisation of students which helps the teaching faculties to focus on students in a manner that will improve different aspects of all the students.

2. Details of Newly Admitted Students in Undergraduate Programmes

A. Categorization:

Name of Program	Year / Semester of study	Previous Examination	Categorization of Students		
			Slow Performers	Mediocre Learners	Advanced Learners
First year MBBS	2015-2016	HSC	25	62	63

B. Brief description and Support Sessions undertaken for all the categorized students:

Sr. No.	Title of Program	Date /Day	Teaching Faculty involved	Outcome
1	Orientation course includes: campus orientation, patient safety, local language programs, communication skills, Computer skills, self directed learning, time management, stress management etc	10 th to 14 th August 2015	1. Dr. Getanjali Purohit 2. Dr Kinjal Jethwa 3. Dr Tejas shah 4. Dr Himani Pandya 5. Dr Keta Vaisnani 6. Dr. Anil Doshi	New Students admitted were from diverse places from India, so this orientation program has not only made them familiar to our campus rather they also have learnt a lot about curriculum including medical ethics, professionalism and basic medical skills.

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			7. Dr.Trushna shah 8. Dr.Lavleshkumar 9. Dr Niraj Pandit	
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3. Performance of Student's in each Examination:

A. Categorization:

Name of Program	Year / Semester of study	Examination	Number of students		
			Slow Performers	Mediocre Learners	Advanced Learners
MBBS	First year	First Internal	60	66	23
		Second Internal	08	40	102
		Final Examination	08	36	106
	Second year	First Internal	59	23	0
		Second Internal	57	20	05
		Final Examination	09	48	27
	Third First	First Internal	72	18	16
		Second Internal	98	08	0
		Final Examination	73	29	04
	Final year	First Internal	52	60	0
		Second Internal	110	02	0
		Final Examination	51	59	02

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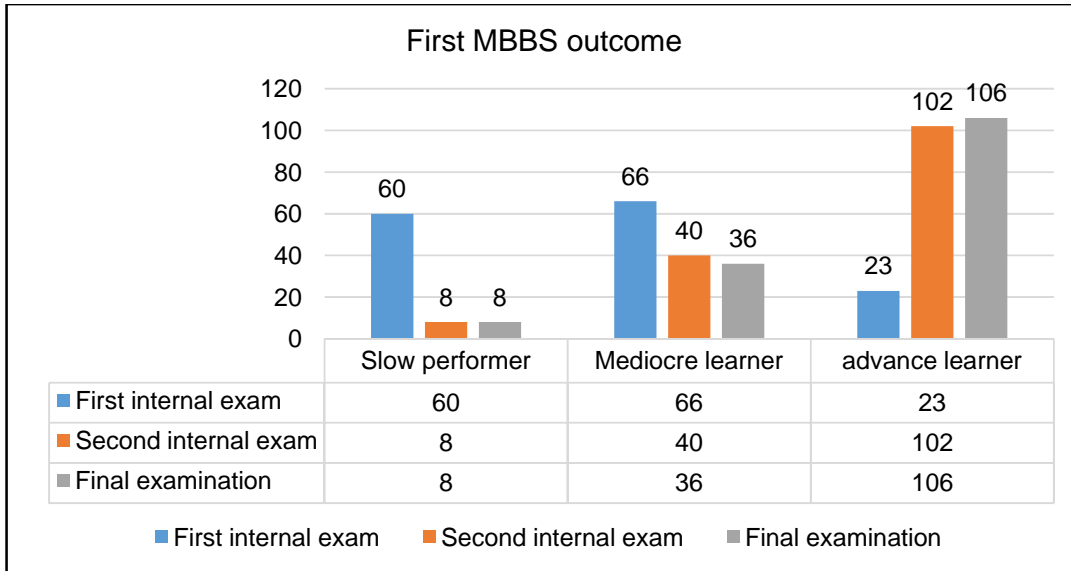


Program wise Outcome Analysis:

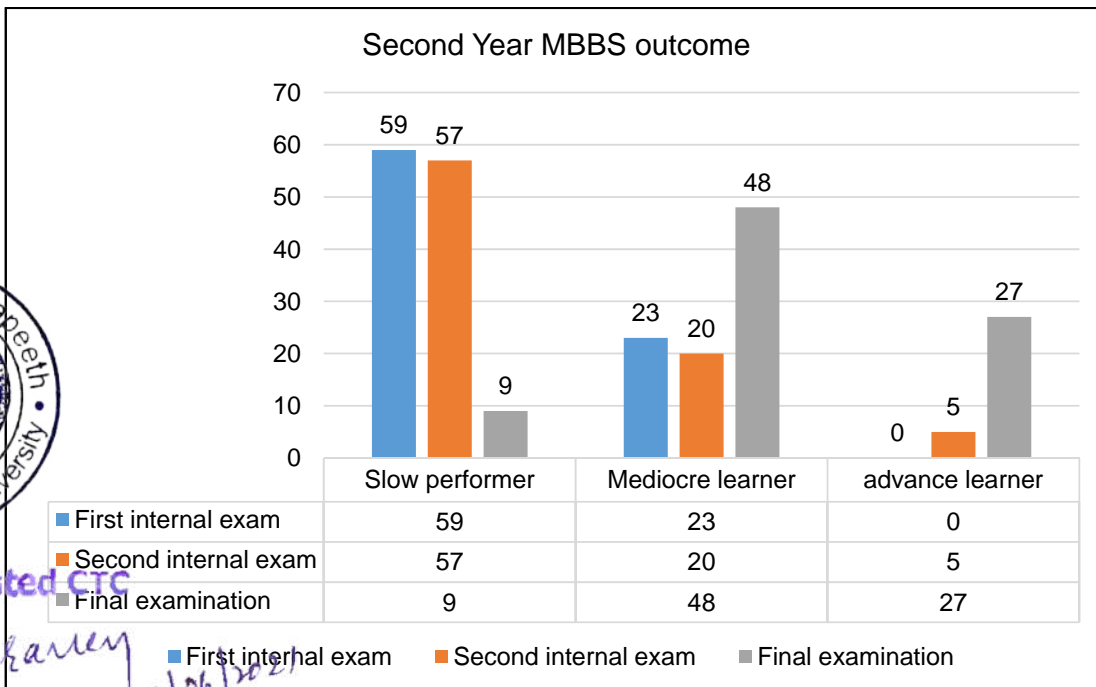
(Provide brief description and Analysis, along with Graphical presentation)

1. FIRST MBBS:

After first internal examination the number of slow performers have been reduced from 60 to 8 and number of mediocre learners have decreased from 66 to 36 and advance learners hiked from 23 to 106.



2. SECOND YEAR MBBS:



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Figure 2: After first internal examination the number of slow performers have been reduced from 59 to 09 and number of mediocre learners have increased from 23 to 48 and advance learners hiked from 0 to 27.

B. Third first MBBS: After first internal examination the number of slow performers has hiked from 72 to 98 and then steady to 72. number of mediocre learners have hiked from 18 to 29.

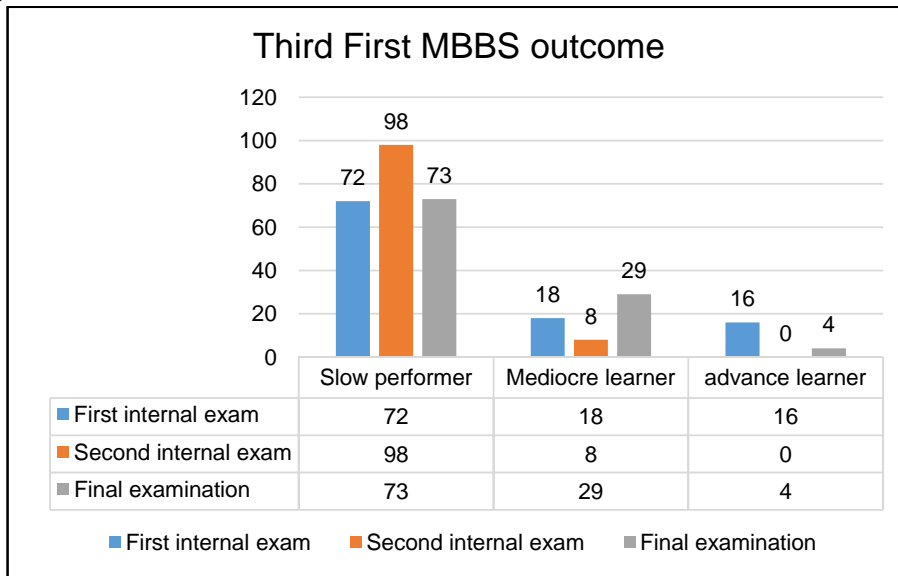
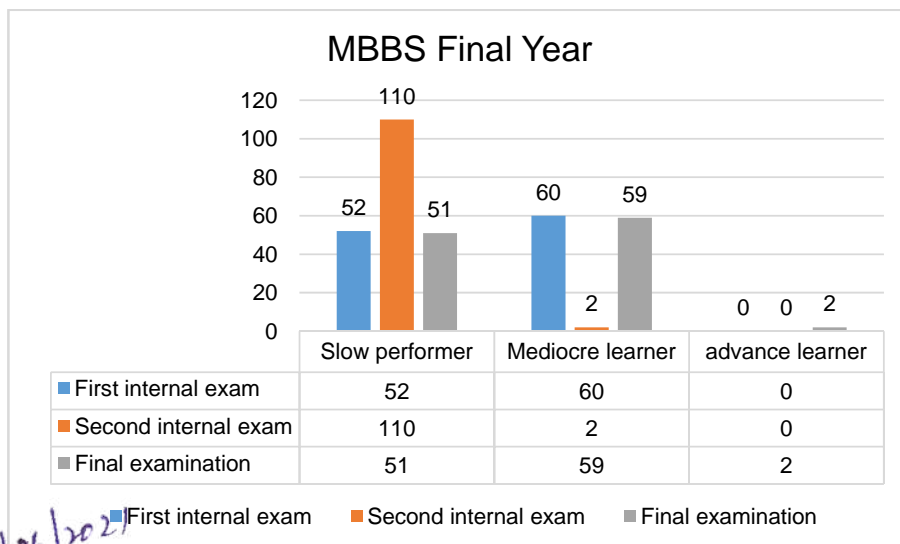


Figure 3: After first internal examination the number of slow performers has hiked from 72 to 98 and number of mediocre learners have decreased from 18 to 8 and advance learners hiked from 16 to 0.

C. Final year MBBS:

Figure 4: After first internal examination the number of slow performers has hiked from 52 to 110 and then decreased to 51, number of mediocre learners remains steady.



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Smt. B. K. Shah Medical Institute & Research Centre

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Conclusion: In First year MBBS 74 % students showed incremental outcome while 50% showed static outcome. In second year MBBS 86 % students showed incremental outcome while 14% showed static outcome. In Third first MBBS 21% students showed incremental outcome rest showed static outcome. In Final year MBBS 44.5% students showed incremental outcome rest showed static outcome. Through "students learning support system" students were benefitted.

4. Recommendations, if any: nil

5. Action taken on the recommendations of preceding year: nil

Signature of Head of the Institute



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Student Learning Support System ANNUAL REPORT

Academic Year:2015-2016

- 1. Introduction:** The Student Learning Support System was introduced in teaching schedule to improve the newly joined students at the point from where they can feel comfortable with the course. Furthermore, the system continues thought the course. The aim of this system is to introduce students regarding the course, its scope; foundation knowledge requires understanding the course. During the continuation of programme, the focus is to improve the overall academic performance of the student by identification of students as slow performer, Mediocre Learner and Advance Learner. This identification helps in categorisation of students which helps teaching faculty to focus on students in a manner that will improve different aspects of all students.
- 2. Details of Newly Admitted Students in Undergraduate Programmes**
 - A. Categorization:**

Name of Program	Year / Semester of study	Previous Examination	Categorization of Students		
			Slow Performers	Mediocre Learners	Advanced Learners
BDS	I Year	HSC	20	36	45

B. Brief description and Support Sessions undertaken for all the categorized students:

Sr. No.	Title of Program	Date	Teaching Faculty involved	Outcome
1	Time Management,	22/8/2015	Dr Vandana Shah,	Students learned about the Time management.
2.	Communication skills	25/8/2015	Dr Rashmi Bhavasar.	Students learned about the communication skills.

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3. Performance of Student's in each Examination:

A. Categorization:

Name of Program	Year / Semester of study	Examination	Number of students		
			Slow Performers	Mediocre Learners	Advanced Learners
BDS	1 st Year	First Internal	88	09	03
		Second Internal	96	03	01
		Final Examination	52	40	08
	2 nd Year	First Internal	83	01	00
		Second Internal	81	02	01
		Final Examination	48	33	03
	3 rd Year	First Internal	69	00	00
		Second Internal	65	03	01
		Final Examination	23	41	05
	Final Year	First Internal	72	00	00
		Second Internal	67	05	00
		Final Examination	24	48	00

Program wise Outcome Analysis:

(Provide brief description and Analysis, along with Graphical presentation)

1st YEAR BDS

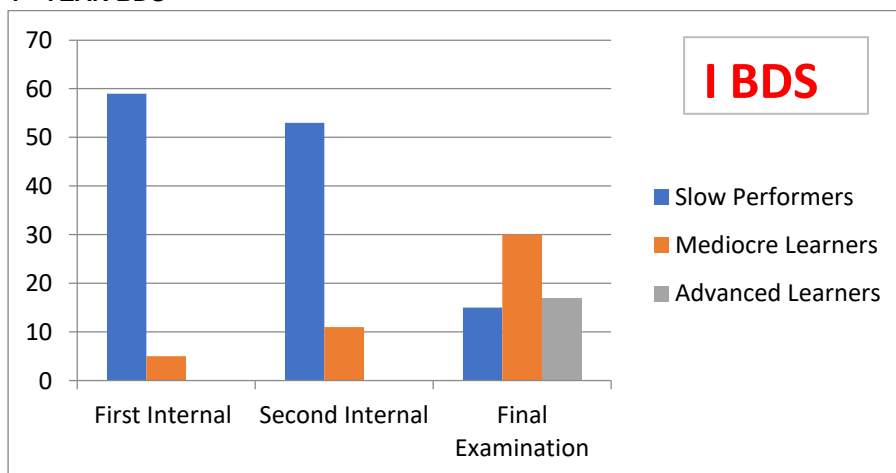


Fig 01: This Graph represent changes in status of student after conduction of SLSS program. The graph has shown significant improvement in the level of students in Slow Performer categories as we can see that no of students in Slow Learners are decreasing and Numbers of Students in Mediocre learning had increased. when compared to final outcome of the program ie After University exams there is over all increase in Mediocre Learner and Advanced Learner categories compared to First internal Exam of the students

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IInd YEAR BDS

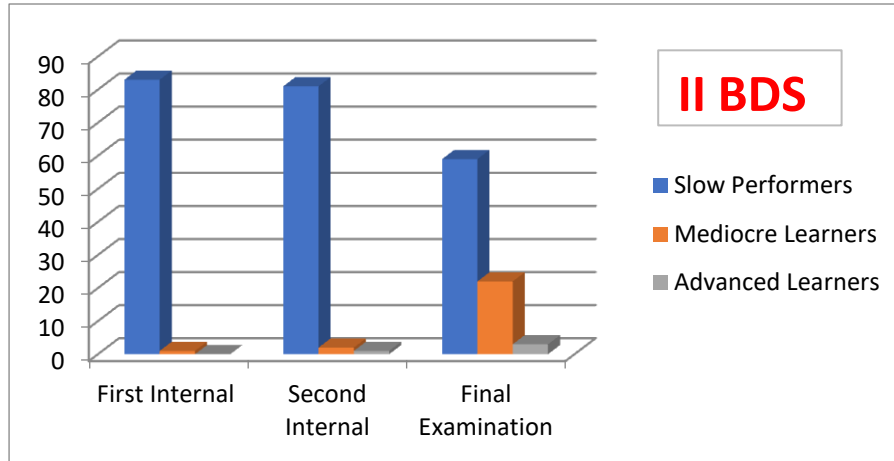


Fig 02: This Graph represent changes in status of student after conduction of SLSS program. The graph have shown significant improvement in the level of students in slow performers in final exam also Mediocre learners are increased. when first internal was compared to final outcome of the program ie After University exams there is over all increase in Mediocre Learner and Advanced Learner categories compared to First internal Exam of the students

IIIrd YEAR BDS

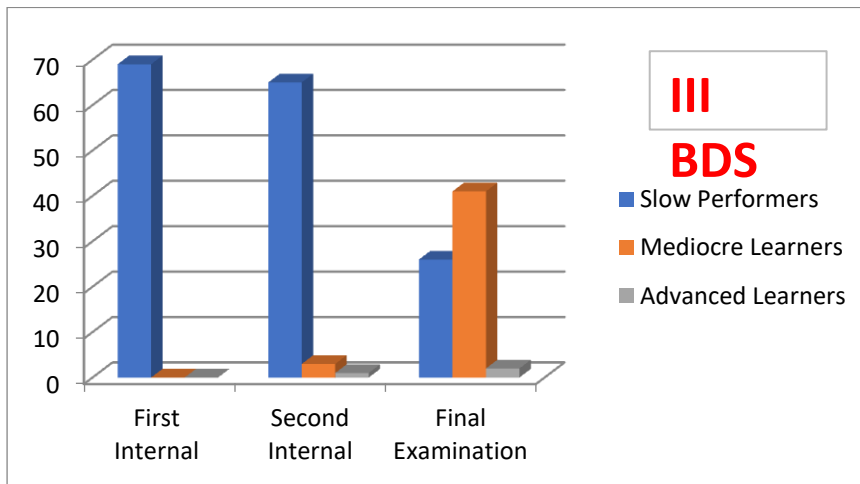


Fig 03: This Graph represent changes in status of student after conduction of SLSS program. The graph have show improvement in the level of students in all three categories. there are less number of students in Slow Learners category and Numbers of Students in Mediocre learning had increased. When compared to final outcome of the program ie After University exams there is over all increase in Mediocre Learner and Advanced Learner categories compared to First internal Exam of the students

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IV YEAR BDS

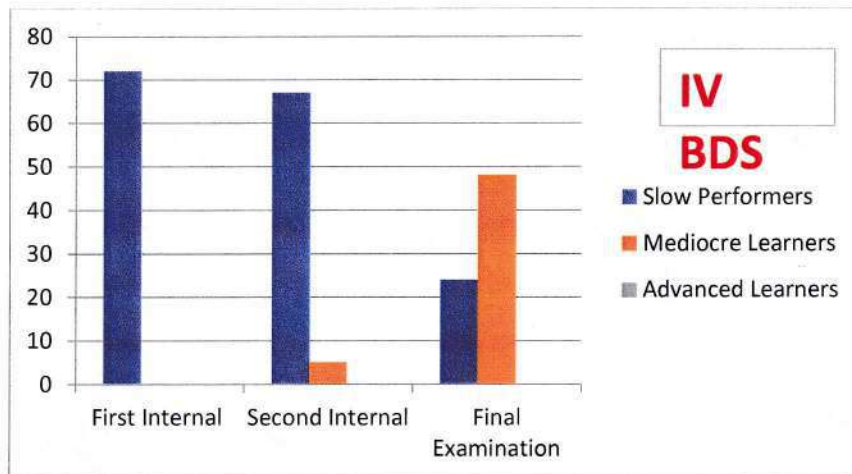


Fig 04: This Graph represent changes in status of student after conduction of SLSS program. The graph have shown that there were no mediocre learners in first internal but then there was significant improvement in the level of students in Slow Performer categories as we can see that no of students in Slow Learners are decreasing and Numbers of Students in Mediocre learning had increased. when compared to final outcome of the program ie After Universtity exams there is over all increase in Mediocre Learner categories compared to First internal Exam of the students.

4. Conclusion:

From the data analysis of all students it was concluded that there is SLSS programme helps in improving the status of the students and overall academic performance of the individual students. The analysis is showing significant improvement in the marks of the students.

5. Recommendations, if any:

1. Third BDS students' number of advanced learners can be improved.

Dean
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DEPARTMENT OF PHARMACY SUMANDEEP VIDYAPEETH

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STUDENT LEARNING SUPPORT SYSTEM

ANNUAL REPORT

Academic Year: 2015-16

1. Introduction: The Student Learning Support System was introduced in teaching schedule to improve the newly joined students at the point from where they can feel comfortable with the course. Furthermore, the system continues thought the course. The aim of this system was to introduce students regarding the course, its scope, foundation knowledge requires to understand the course. During the continuation of programme, the focus is to improve the overall academic performance of the student by identification of students as Slow performer, Mediocre Learner and Advance Learner. This identification helps in categorisation of students which helps teaching faculty to focus on students in a manner that will improve different aspects of all students.

2. Details of Newly Admitted Students in Undergraduate and Integrated Post Graduate Programmes.

A. Categorization:

Name of Program	Year / Semester of study	Previous Examination	Categorization of Students		
			Slow Performers	Mediocre Learners	Advanced Learners
Pharm.D	I year	HSC	06	12	12
B.Pharm	I Year	HSC	36	14	07

B. Brief description and Support Sessions undertaken for all the categorized students:

Pharm.D I Year

Sr. No.	Title of Program	Date	Teaching Faculty involved	Outcome
1	Special Mathematics class	02/09/2015, 03/09/2015	Mr. Ashok Tejwani	Improvement in Mathematical skills required for pharmaceutical drug dosage calculations.
2	Special Teaching through video	07/09/2015 08/09/2015	Dr. Dhanya B	Actual view of various Pharmaceutical science process as given in text books.

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3	Interactive sessions on profession related topics with Classmates	10/09/2015, 11/09/2015	Dr. Nirmal Shah	Interactive session to clarify any query related to Pharmacy profession and bring confidence among students for their future.
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B. Pharm

Sr. No.	Title of Program	Date	Teaching Faculty involved	Outcome
1	Special Mathematics class	04/09/2015, 05/09/2015	Mr. Ashok Tejwani	Improvement in Mathematical skills required for pharmaceutical drug dosage calculations.
2	Special Teaching through video	09/09/2015, 10/09/2015	Dr.Dhanya B Sen.	Actual view of various Pharmaceutical science process as given in text books.
3	Interactive sessions on profession related topics with Classmates	16/09/2015, 17/09/2015	Dr. Nirmal Shah	Interactive session to clarify any query related to Pharmacy profession and bring confidence among students for their future.

3. Performance of Student's in each Examination:

A. Categorization:

Name of Program	Year / Semester of study	Examination	Number of students		
			Slow Performers	Mediocre Learners	Advanced Learners
B.Pharm	1 st Year	First Internal	46	02	10
		Second Internal	47	04	07
		Final Examination	32	19	09
	2 nd Year	First Internal	43	09	11
		Second Internal	45	07	11

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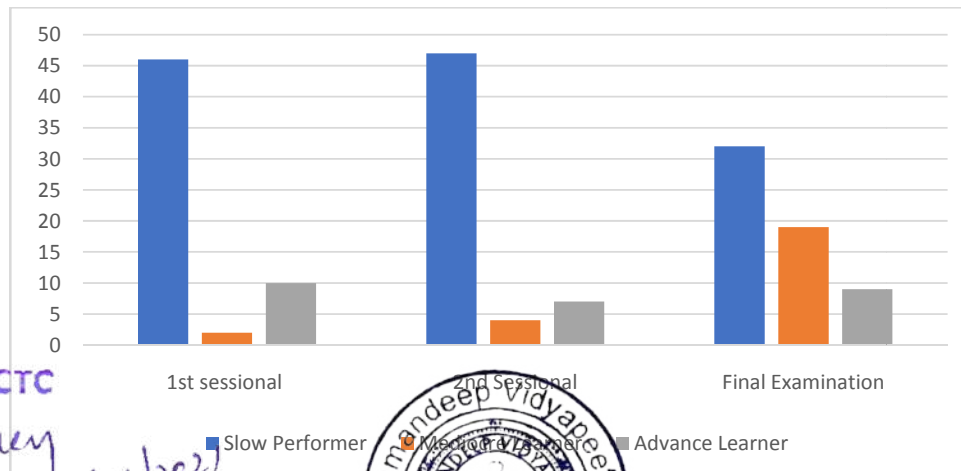
URL: www.sumandeepuniversity.org

	Year	Exam Type	No. of Students			
			Slow Performer	Mid Performer	Advance Learner	
Pharm. D	3 rd Year	Final Examination	34	15	14	
		First Internal	28	03	04	
		Second Internal	21	08	06	
	4 th Year	Final Examination	22	09	04	
		First Internal	13	02	02	
		Second Internal	06	07	04	
	1 st Year	1 st Year	Final Examination	02	10	05
			First Internal	13	02	02
			Second Internal	06	07	04
2 nd Year		Final Examination	02	10	05	
		First Internal	13	02	02	
		Second Internal	06	07	04	
3 rd Year		Final Examination	02	10	05	
		First Internal	13	02	02	
		Second Internal	06	07	04	
4 th Year		Final Examination	02	10	05	
		First Internal	13	02	02	
		Second Internal	06	07	04	

B. Program wise Outcome Analysis:

(Provide brief description and Analysis, along with Graphical presentation)

1. 1st Year B. Pharm



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Fig 01. This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students increased in Slow Performer category from 46 to 47 after 1st SLSS programme and decreased from 47 to 32 in Final exam , Mediocre Learner category increased from 02 to 04 after 1st SLSS and from 04 to 19 after final exam. Advance Learner category decreased from 10 to 07 after 1st SLSS and increased from 07 to 09 after final examination.

2. 2nd Year B. Pharm

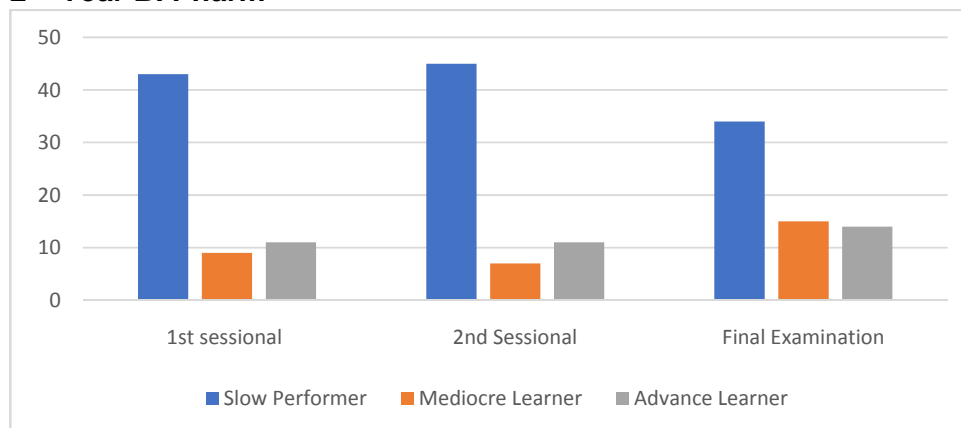


Fig 02: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students increased in Slow Performer category form 43 to 45 after 1st SLSS programme and decreased from 45 to 34 in Final exam , Mediocre Learner category decreased from 09 to 07 after 1st SLSS and increased from 07 to 15 after final exam. Advance Learner category remained same from 11 to 11 after 1st SLSS and increased from 11 to 14 after final examination.

3. 3rd Year B. Pharm

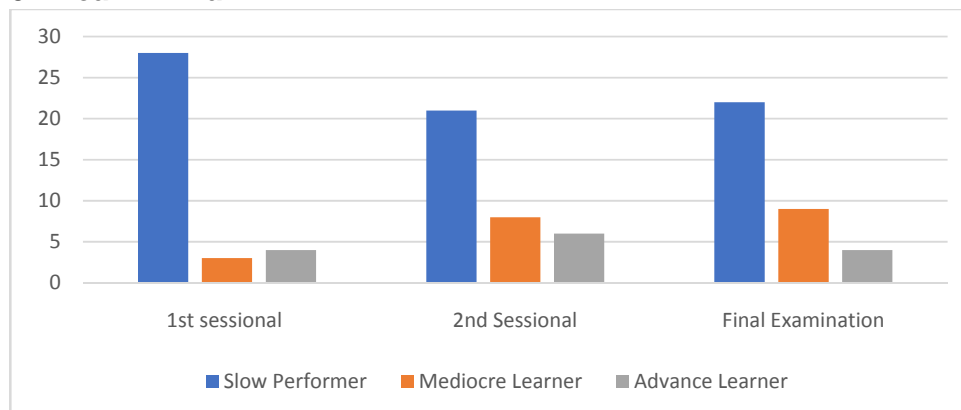


Fig 03: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students decreased in Slow Performer category form 28 to 21 after 1st SLSS programme and decreased from 21 to 22 in Final exam , Mediocre Learner category increased from 03 to 08 after 1st SLSS and form 08 to 09 after final exam. Advance Learner category increased from 04 to 06 after 1st SLSS and decreased from 06 to 04 after final examination.

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4. 4th Year B. Pharm

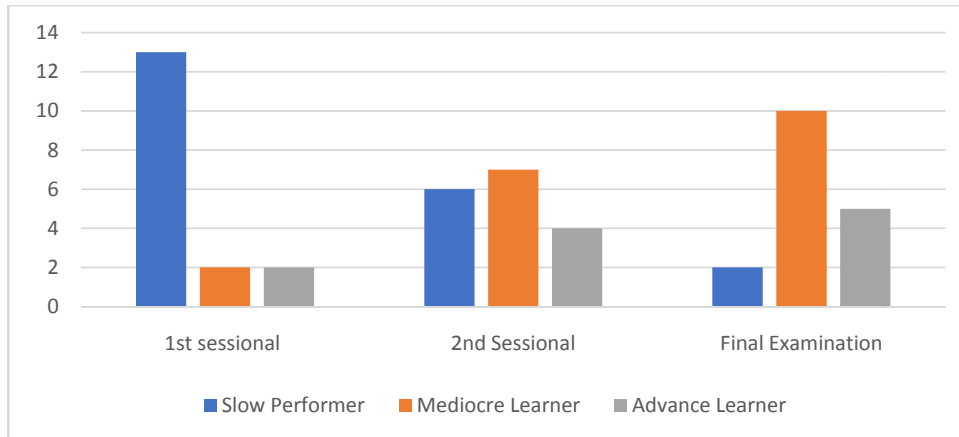


Fig 04: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students decreased in Slow Performer category from 13 to 06 after 1st SLSS programme and from 06 to 02 in Final exam , Mediocre Learner category increased from 02 to 07 after 1st SLSS and from 07 to 10 after final exam. Advance Learner category increased from 02 to 04 after 1st SLSS and from 04 to 05 after final examination.

5. 1st Year Pharm. D

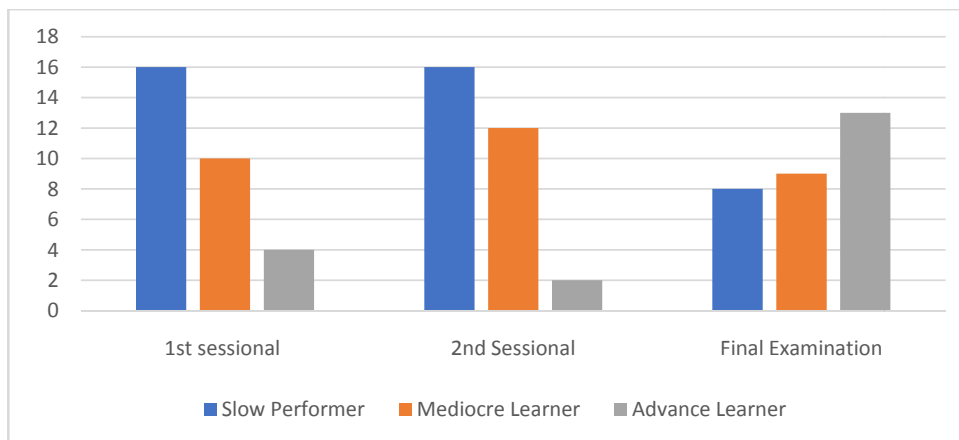


Fig 05: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students remained same in Slow Performer category form 16 to 16 after 1st SLSS programme and decreased from 16 to 08 in Final exam , Mediocre Learner category increased from 10 to 12 after 1st SLSS and decreased form 12 to 09 after final exam Advance Learner category decreased from 04 to 02 after 1st SLSS and increased from 02 to 13 after final examination.

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6. 2nd Year Pharm. D

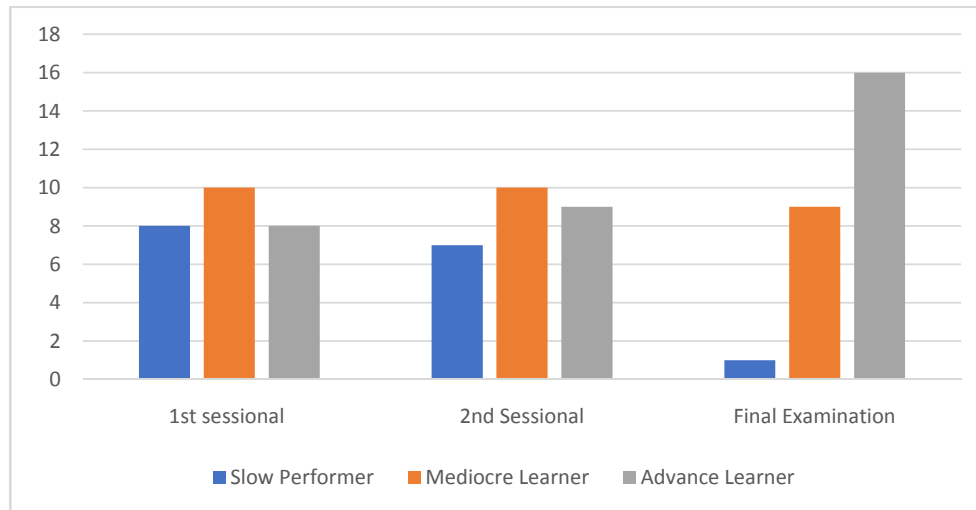


Fig 06: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students decreased in Slow Performer category form 08 to 07 after 1st SLSS programme and decreased from 07 to 01 in Final exam , Mediocre Learner category remained same from 10 to 10 after 1st SLSS and decreased form 10 to 09 after final exam. Advance Learner category increased from 08 to 09 after 1st SLSS and from 09 to 16 after final examination.

7. 3rd Year Pharm. D

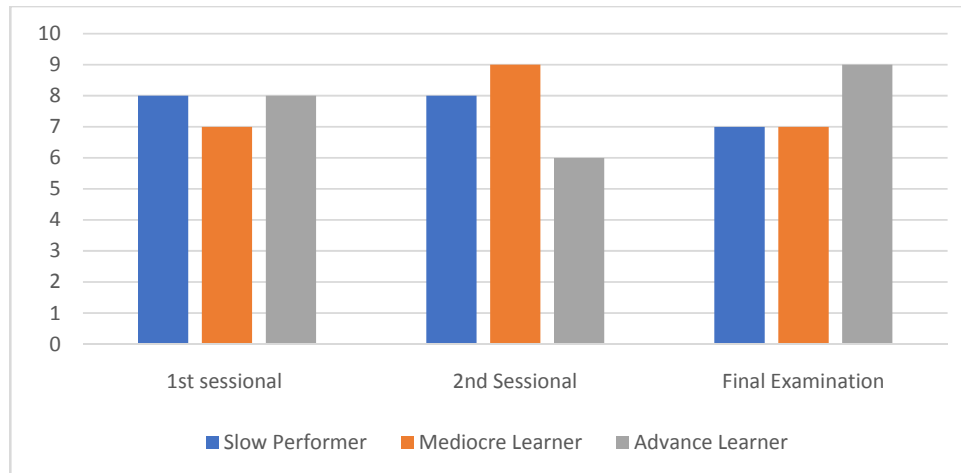


Fig 07: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students remained same in Slow Performer category form 08 to 08 after 1st SLSS programme and decreased from 08 to 07 in Final exam , Mediocre Learner category increased from 07 to 09 after 1st SLSS and decreased form 09 to 07 after final exam. Advance Learner category decreased from 08 to 06 after 1st SLSS and increased from 06 to 09 after final examination.

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8. 4th Year Pharm. D

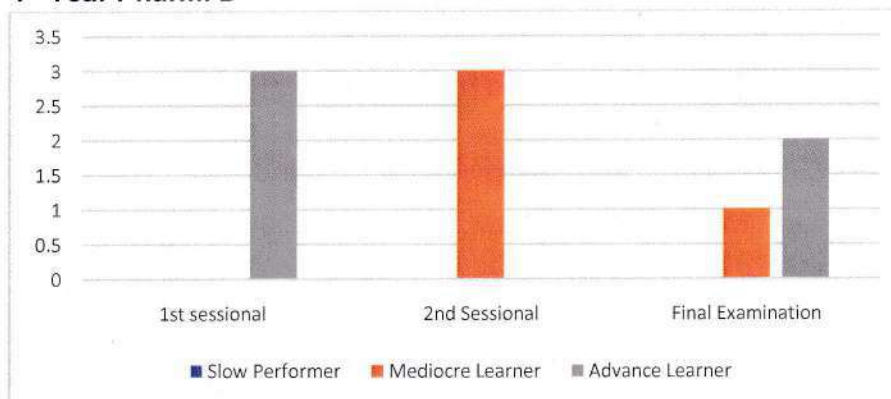


Fig 08: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students in Slow Performer category remain same from 00 to 00 after 1st SLSS programme and from 00 to 00 in Final exam , Mediocre Learner category increased from 00 to 03 after 1st SLSS and decreased from 03 to 01 after final exam. Advance Learner category decreased from 03 to 00 after 1st SLSS and increased from 00 to 02 after final examination.

4. Conclusion:

From the analysis of SLSS programme data it was concluded that, there was a significant improvement in the status of the students. Most of the students have significantly improved in their academic performance at the end of final examination. While the First year B. Pharm students still need to improve as the number of advanced learners decreased in final examination.

5. **Recommendations, if any:** More attention should be given to the first year B. Pharm.

6. **Action taken on the recommendations of preceding year:** Nil


Signature of Head of the Institute

DIRECTOR
DEPT. OF PHARMACY
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Student Learning Support System

Annual Report

Academic Year: 2015-2016

1. Introduction: The Student Learning Support System was introduced in teaching schedule to improve the newly joined students at the point from where they can feel comfortable with the course. Furthermore, the system continues throughout the course. The aim of this system was to introduce students regarding the course, its scope; foundation knowledge required to understand the course. During the continuation of programme, the focus is to improve the overall academic performance of the student by identification of student as slow performer, mediocre learner and advance learner. This identification helps in categorisation of students which helps teaching faculty to focus on students in a manner that will improve different aspects of students.

2. Details of Newly Admitted Students in Diploma and Undergraduate Programmes

A. Categorization:

Name of Program	Year / Semester of study	Previous Examination	Categorization of Students		
			Slow Performers	Mediocre Learners	Advanced Learners
B.Sc Nursing	First Year	12 th Standard	49	10	01
P.B.B.Sc Nursing	First Year	GNM	2	7	1

B. Brief description and Support Sessions undertaken for all the categorized students:

First Year B.Sc Nursing

Sr. No.	Title of Program	Date	Teaching Faculty involved	Outcome
1	Interactive session on profession related topics with fellow classmates.	12/09/2015	Mrs. Vruti Patel	To create an awareness about the profession and its scope.
2	English class	26/09/2015	Mrs. Sharon Christian	Helps in having a good language base
3	Computer Class	17/10/2015	Mr. Parth Gosai	Improve computer skills.
4	Personality development	07/11/2015	Mr. Ismail P A	An attempt for modification of personality as to suite it for the chosen profession.

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First Year P.B.B.Sc Nursing

Sr. No.	Title of Program	Date	Teaching Faculty involved	Outcome
1	Interactive Sessions On Profession Related Topics With Fellow Classmates	12/09/2015	Mr. Ismail P A	Interactive session was helpful in clarifying queries related to profession and brings confidence among students for their future.
2	English class	26/09/2015	Mrs. Sharon Christian	Helps in having a good language base
3	Computer Class	17/10/2015	Mr. Parth Gosai	Improve computer skills.
4	Personality Development	07/11/2015	Mr. Ismail P A	An attempt for modification of personality as to suite it for the chosen profession.

3. Performance of Student's in each Examination:

A. Categorization:

Name of Program	Year / Semester of study	Examination	Number of students		
			Slow Performers	Mediocre Learners	Advanced Learners
B.Sc Nursing	First Year	First Internal	47	11	2
		Second Internal	46	10	4
		Final Examination	25	27	6
B.Sc Nursing	Second Year	First Internal	40	13	5
		Second Internal	50	7	1
		Final Examination	36	20	01
B.Sc Nursing	Third Year	First Internal	34	11	9
		Second Internal	38	10	6
		Final Examination	21	25	8
B.Sc Nursing	Final Year	First Internal	31	12	12
		Second Internal	31	22	2
		Final Examination	11	26	18
P.B.B.Sc Nursing	First Year	First Internal	2	1	7
		Second Internal	3	4	3
		Final Examination	0	7	3
P.B.B.Sc	Second	First Internal	5	2	2

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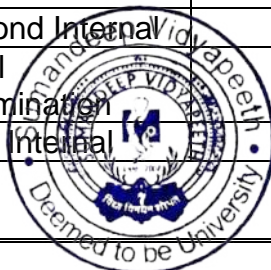
Vice-Chancellor

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Nursing	Year				
		Second Internal	5	2	2
		Final Examination	3	3	2

Note:

- In B.Sc Nursing First Year: 2 students discontinued before Final Examination.
- In B.Sc Nursing Second Year: 1 student discontinued before Final Examination.
- In P.B.B.Sc Nursing Second Year: 1 student has not appeared in the Final Examination.

B. Program wise Outcome Analysis:

1. First Year B.Sc Nursing

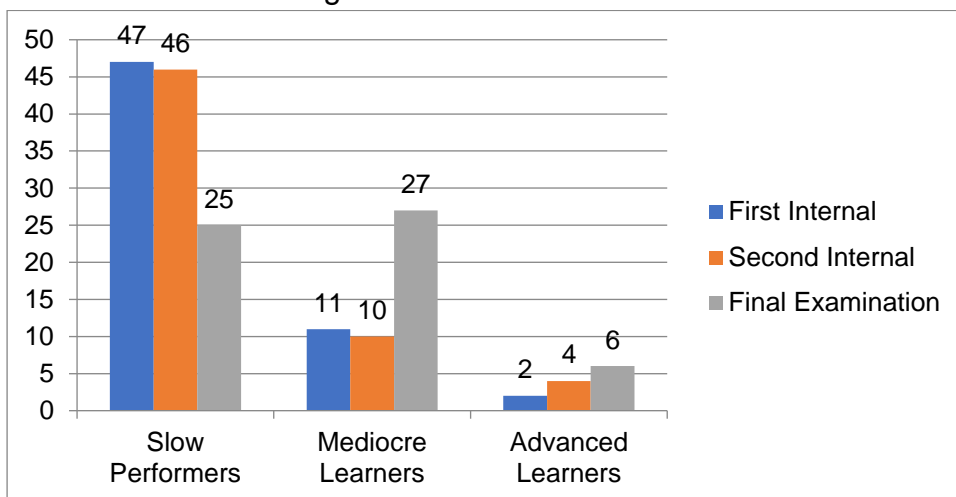


Figure 1. This graph shows significant changes in status of students after conduction of SLSS sessions. The number of students in slow performer category decreased from 47 to 46 after first SLSS session and further decreased to 25 in final university examination. Mediocre learner category decreased from 11 to 10 after first SLSS session and further increased to 27 after final university examination. Advanced learner category increased from 2 to 4 after first SLSS session and further increased 6 after final university examination.

2. Second Year B.Sc Nursing

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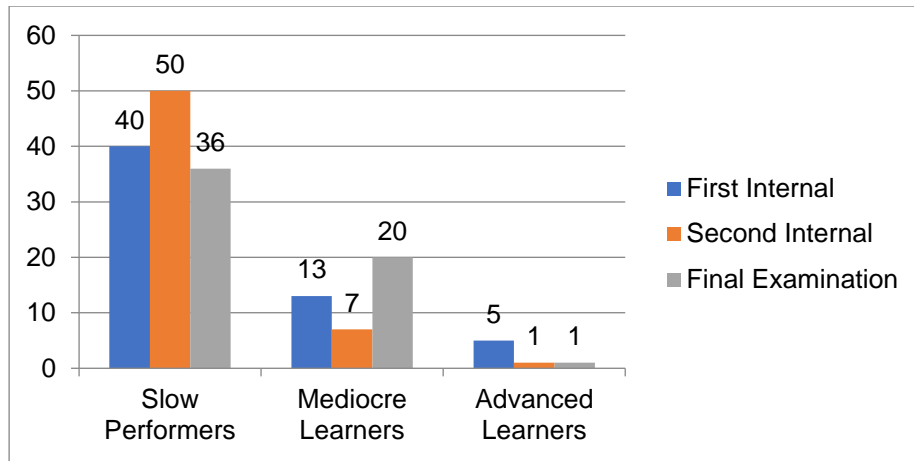


Figure 2. This graph shows significant changes in status of students after conduction of SLSS sessions. The number of students in slow performer category increased from 40 to 50 after first SLSS session and decreased to 36 in final university examination. Mediocre learner category decreased from 13 to 7 after first SLSS session and further increased to 20 after final university examination. Advanced learner category decreased from 5 to 1 after first SLSS session and remained 1 after final university examination.

3. Third Year B.Sc Nursing

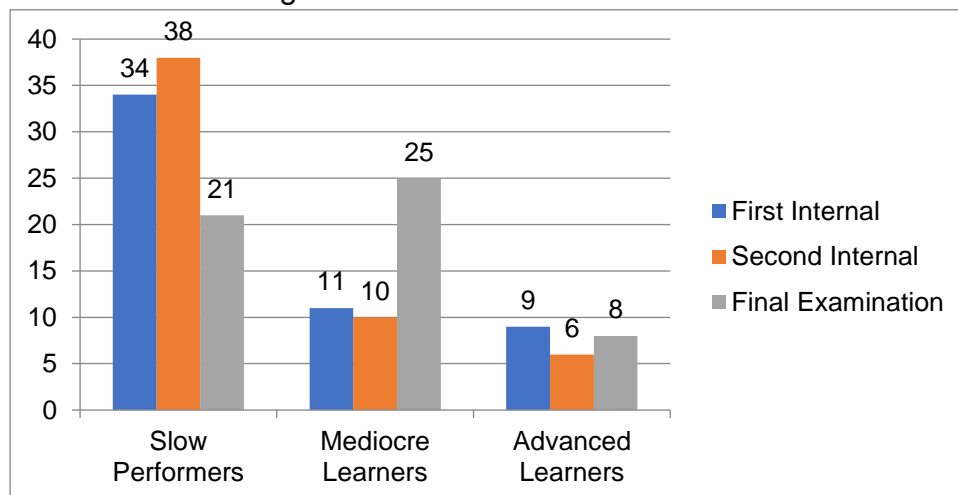


Figure 3. This graph shows significant changes in status of students after conduction of SLSS sessions. The number of students in slow performer category increased from 34 to 38 after first SLSS session and further decreased to 21 in final university examination. Mediocre learner category decreased from 11 to 10 after first SLSS session and further increased to 25 after final university examination. Advanced learner category decreased from 9 to 6 after first SLSS session and further increased to 8 in final university examination.

4. Final Year B.Sc Nursing

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Sumandeep Vidyapeeth



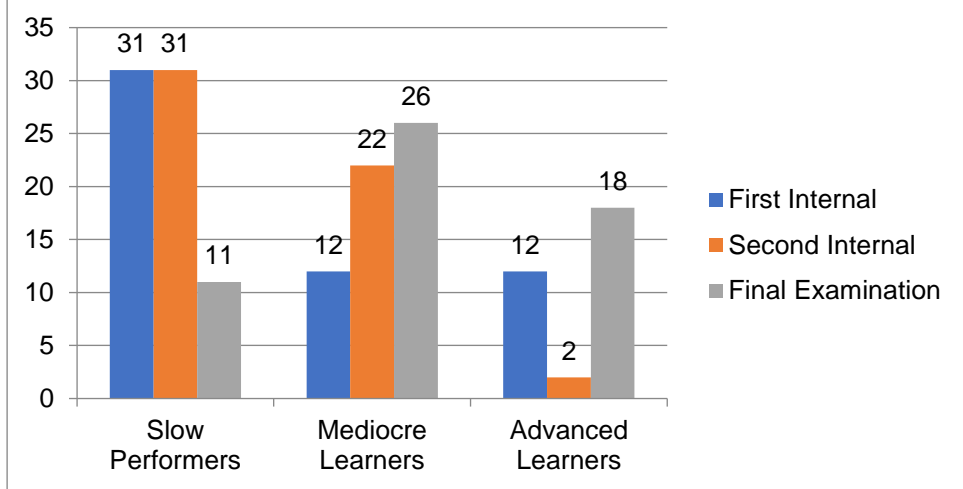


Figure 4. This graph shows significant changes in status of students after conduction of SLSS sessions. The number of students in slow performer category remained same in first & second sessional examination and after SLSS session it decreased to 11 in final university examination. Mediocre learner category increased from 12 to 22 after first SLSS session and further increased to 26 after final university examination. Advanced learner category decreased from 12 to 2 after first SLSS session and further increased to 18 after final university examination.

5. First Year P.B.B.Sc Nursing

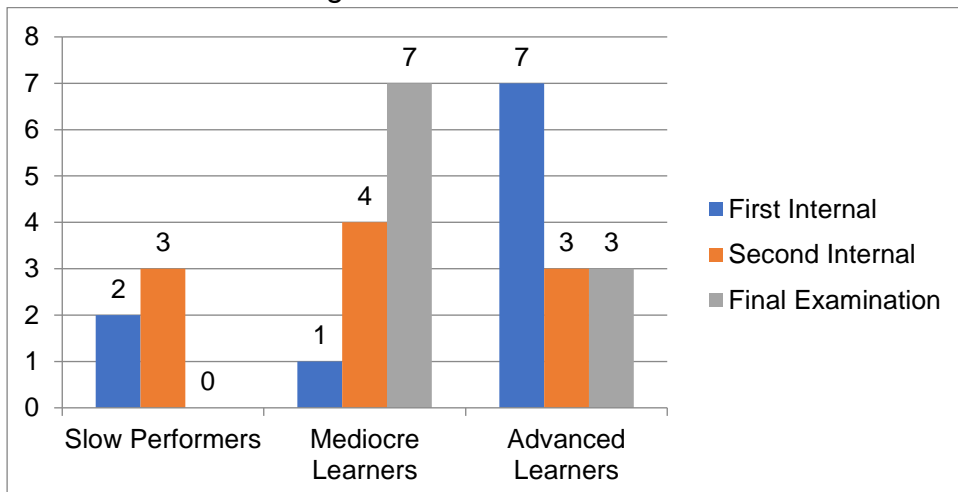


Figure 5. This graph shows significant changes in status of students after conduction of SLSS sessions. The number of students in slow performer category increased from 2 to 3 after first SLSS session and decreased to 0 in final university examination. Mediocre learner category increased from 1 to 4 after first SLSS session and further increased to 7 in final university examination. Advanced learner category decreased from 7 to 3 after first SLSS session and remained 3 after final university examination.

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6. Second Year P.B.B.Sc Nursing

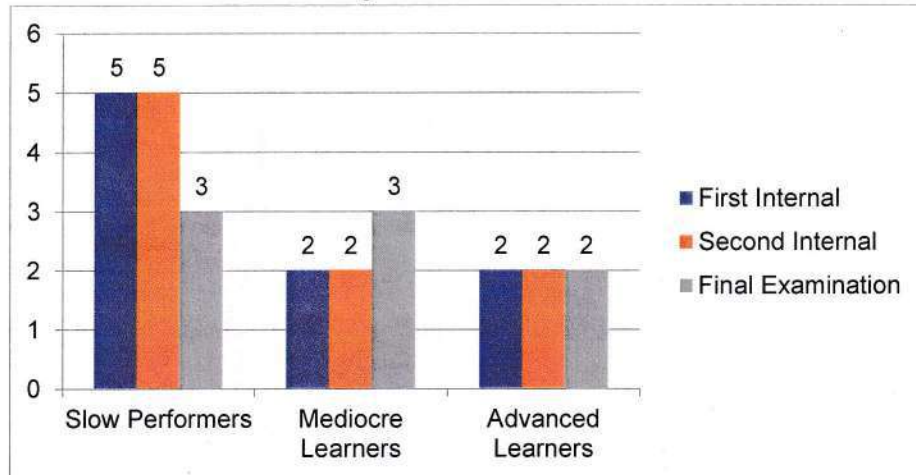


Figure 6. This graph shows significant changes in status of students after conduction of SLSS sessions. The number of students in slow performer category remained 5 after first SLSS session and decreased to 3 in final university examination. Mediocre learner category remained 2 after first SLSS session and increased to 3 after final university examination. Advanced learner category remained 2 after first SLSS session and also after final university examination.

4. Conclusion:

From the analysis of data above; it is concluded that the SLSS programme is effective in improving the status of the students in overall performance. The analysis shows significant improvement in the academic performance of the students.

5. Recommendations, if any: Nil

6. Action taken on the recommendations of preceding year: Nil

For. *Rajesh*
Signature of Head of the Institute

PRINCIPAL
SUMANDEEP NURSING COLLEGE,
PIPARIA, WAGHODIA, VADODARA

Attested CTC

Charan

Vice-Chancellor

24/06/2021

Sumandeep Vidyapeeth



**COLLEGE OF PHYSIOTHERAPY**

SUMANDEEP VIDYAPEETH

(Declared as deemed to be University Under Section 3 of UGC Act, 1956)

Piparia, Waghodia, Vadodara-391760(Gujarat)

Ph : 02668-245029 Email: ppt@sumandeepuniversity.co.in

Student Learning Support System**Annual Report****Academic Year: 2015-16****1. Introduction:**

The Student Learning Support System was introduced with the following objectives:

- To identify slow performers, mediocre learners and advanced learners based on internal results as well as final university examination results.
- To understand the strengths and weaknesses of the students.
- To give additional help to slow performers and mediocre learners bolster their academic performance and provide opportunities to advanced learners for overall/holistic development.

2. Details of Newly Admitted Students in Undergraduate Programmes**A. Categorization:**

Name of Program	Year / Semester of study	Previous Examination	Categorization of Students		
			Slow Performers	Mediocre Learners	Advanced Learners
Bachelor of Physiotherapy	First year BPT	HSC	30	63	27

B. Brief description and Support Sessions undertaken for all the categorized students:

Sr. No.	Title of Program	Date	Teaching Faculty involved	Outcome
1	English Sessions	07.10.17	Dr Niketa Patel	Improved English language and communication skills
2	English Sessions	14.10.17	Dr Niketa Patel	Improved English language and communication skills
3	English Sessions	21.10.17	Dr Niketa Patel	Improved English language and communication

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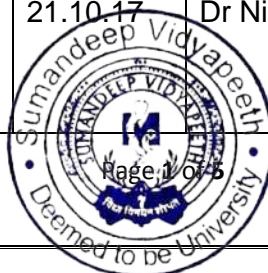
Vice-Chancellor

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Dist. Vadodara-391 760. (Gujarat)



				skills
4	Computer Application	7.10.15	Ms. Sitara Menon	Improved use of computer skills
5	Computer Application	14.10.15	Ms. Sitara Menon	Improved use of computer skills
6	Computer Application	21.10.15	Ms. Sitara Menon	Improved use of computer skills
7	Computer Application	28.10.15	Ms. Sitara Menon	Improved use of computer skills

Performance of Students in each Examination:

A. Categorization:

Name of Program	Year / Semester of study	Examination	Number of students		
			Slow Performers	Mediocre Learners	Advanced Learners
Bachelor of Physiotherapy	First year BPT	First Internal	64	17	38
		Second Internal	68	29	22
		Final Examination	47	53	19
Bachelor of Physiotherapy	Second year BPT	First Internal	92	24	01
		Second Internal	80	34	03
		Final Examination	73	41	03
Bachelor of Physiotherapy	Third year BPT	First Internal	42	23	07
		Second Internal	29	34	09
		Final Examination	38	32	02
Bachelor of Physiotherapy	Final year BPT	First Internal	81	06	02
		Second Internal	78	08	03
		Final Examination*	17	59	02

*01 student was absent in the final examination.

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COLLEGE OF PHYSIOTHERAPY

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B. Program wise Outcome Analysis:

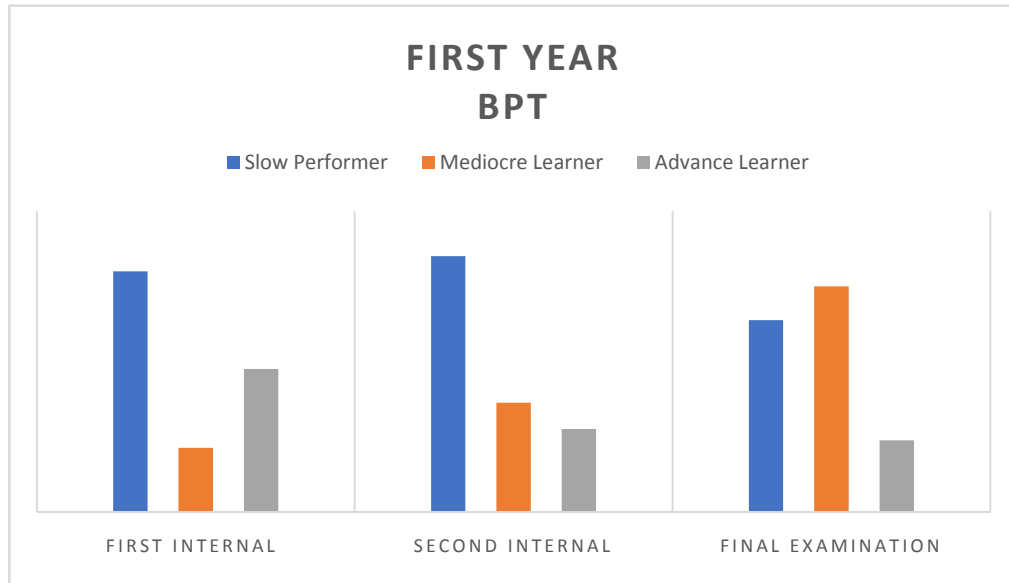


Fig 01: In the first year, the number of students in the slow performer category has decreased from the first internals to final examination. The number of mediocre learners has increased in the same period, but the number of students in the advanced learner category has gone down in the final examination.

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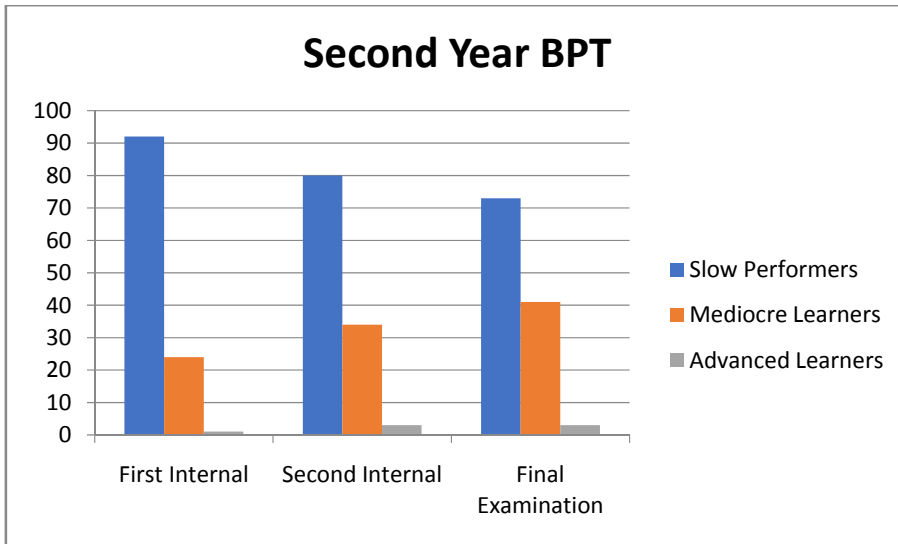


Fig 02: Comparing for the 1st, 2nd and Final Examinations results, the number of Slow performers have been decreasing whereas for the Mediocre learners the number increased after final exam. For advanced learners there was mild increase in the number of students.

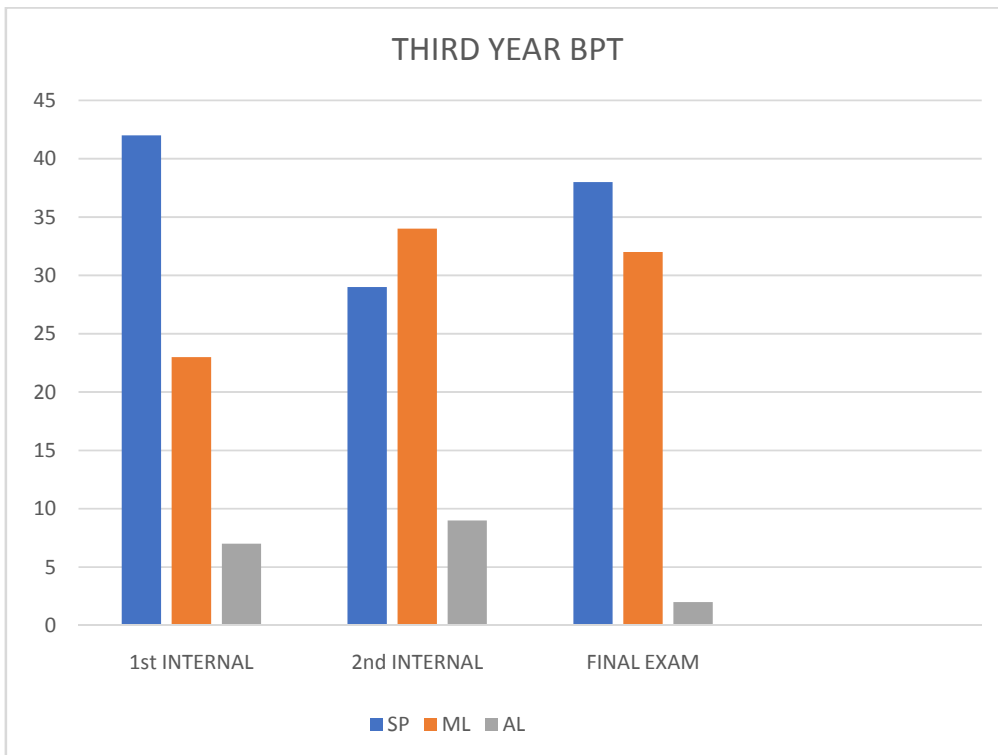


Fig 03: Above graph is showing that there was a decrease in number of slow performers and advanced learners but increased number of mediocre learners from first internal to final examination which shows an improvement.

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Piparia, Waghodia, Vadodara-391760(Gujarat)

Ph : 02668-245029 Email: ppt@sumandeepuniversity.co.in

Final Year BPT

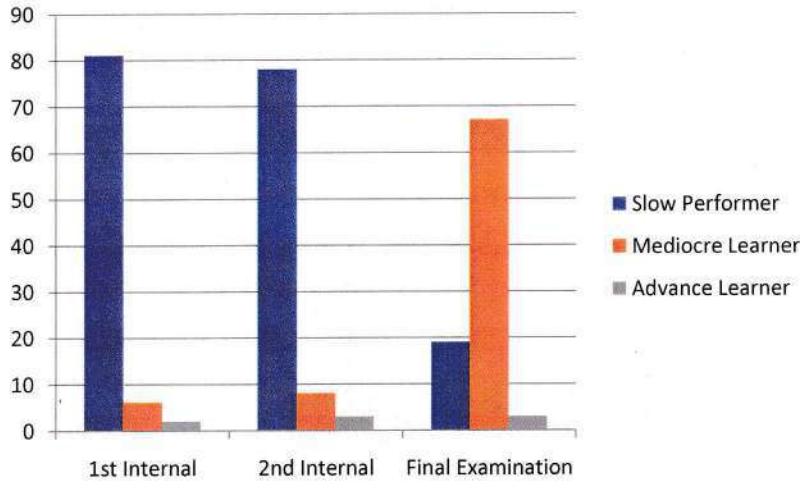


Fig 04: This Graph represents changes in status of student after conduction of SLSS program. The graph shows significant improvement in the level of students. The number of students decreased in Slow Performer category after 1st SLSS programme and after Final exam. Mediocre Learner category increased. Advanced Learner category remained same after final examination.

3. Conclusion:

The Student Learning Support System seems to be helpful for increasing the performance of the students from the first internals to final university examination.

4. Recommendations, if any:

1. Nil

5. Action taken on the recommendations of preceding year: Nil



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24/06/2021

Vice-Chancellor

Sumandeep Vidyapeeth

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[Signature]

Prof. Lata D. P. M.Sc. P.T. PhD

Principal

College of Physiotherapy,

Sumandeep Vidyapeeth

Page 5 of 5

Email: principal.physiotherapy@sumandeepvidyapeeth.edu.in



**DEPARTMENT OF MANAGEMENT
SUMANDEEP VIDYAPEETH**

Declared as Deemed to be University U/S 3 of UGC Act 1956
Accredited with NAAC "A" Grade with CGPA of 3.53 on a Four Point Scale
At & Po. Piparia. Ta. Waghodia. Dist. Vadodara Pin: 391760
Ph. (02668) 245262 Ext.396

Website: www.sumandeepvidyapeethedu.du.in E-mail: director.management@sumandeepuniversity.co.in

STUDENT LEARNING SUPPORT SYSTEM
ANNUAL REPORT

Academic Year: 2015-16

1. Introduction: The Student Learning Support System was introduced in teaching schedule to improve the newly joined students at the point from where they can feel comfortable with the course. Furthermore, the system continues thought the course. The aim of this system was to introduce students regarding the course, its scope, foundation knowledge requires to understand the course. During the continuation of programme, the focus is to improve the overall academic performance of the student by identification of students as Slow performer, Mediocre Learner and Advance Learner. This identification helps in categorisation of students which helps teaching faculty to focus on students in a manner that will improve different aspects of all students.

2. Details of Newly Admitted Students in Postgraduate Programme

A. Categorization: MBA (Healthcare)

Name of Program	Year / Semester of study	Previous Examination	Categorization of Students		
			Slow Performers	Mediocre Learners	Advanced Learners
MBA (Healthcare)	I Semester	BDS/B.SC/B.Com/BPT/ BBA/BCA	14	05	00

B. Brief description and Support Sessions undertaken for all the categorized students:

MBA (Healthcare) I Semester

Sr. No.	Title of Program	Date	Teaching Faculty involved	Outcome
1	Training on Etiquettes through video	04/09/2015 & 05/09/2015	Dr. Subhasish Chatterjee	Helpful to the masters students that how to behave in the hospitals during their Hospital Interaction & Internship.
2	Special Teaching on Healthcare	09/09/2015 & 10/09/2015	Dr. Medha Wadhwa	Students are from commerce background required to give information regarding Healthcare

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3. Performance of Student's in each Examination:

A. Categorization:

Name of Program	Year / Semester of study	Examination	Number of students		
			Slow Performers	Mediocre Learners	Advanced Learners
MBA (Healthcare)	1 st Semester	First Internal	06	12	01
		Second Internal	08	08	03
		Final Examination	07	01	11
	2 nd Semester	First Internal	06	11	02
		Second Internal	08	08	03
		Final Examination	01	00	18
	3 rd Semester	First Internal	02	07	04
		Second Internal	02	07	04
		Final Examination	01	00	12
	4 th Semester	First Internal	00	00	11
		Second Internal	00	00	11
		Final Examination	00	00	11

B. Program wise Outcome Analysis:

1. MBA (Healthcare) 1st Semester

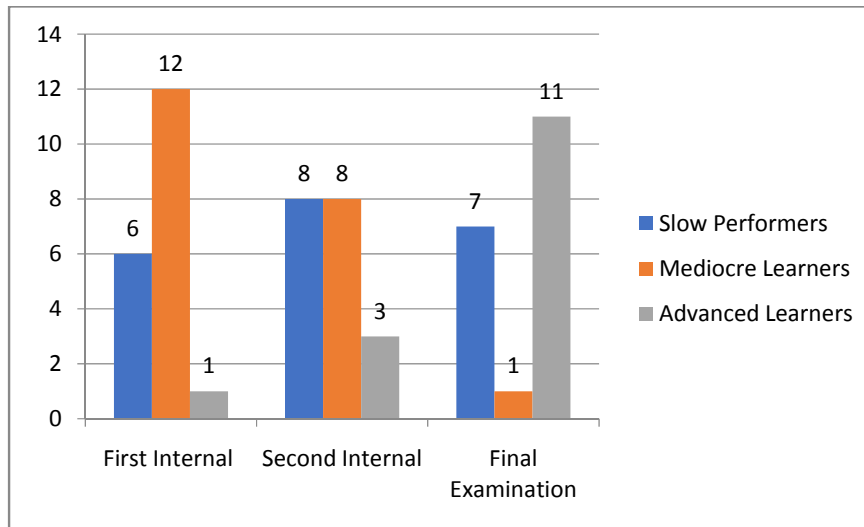


Fig 01: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students incersed in Slow Performer category form 06 to 08 after 1st SLSS programme and decreased from 08 to 07 in Final exam , Mediocre Learner category decreased from 12 to 08 after 1st SLSS and decreased form 08 to 01 after final exam.

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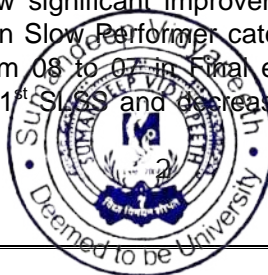
Vice-Chancellor

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**DEPARTMENT OF MANAGEMENT
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Advance Learner category increased from 01 to 03 after 1st SLSS and from 03 to 11 after final examination.

2. MBA (Healthcare) 2nd Semester

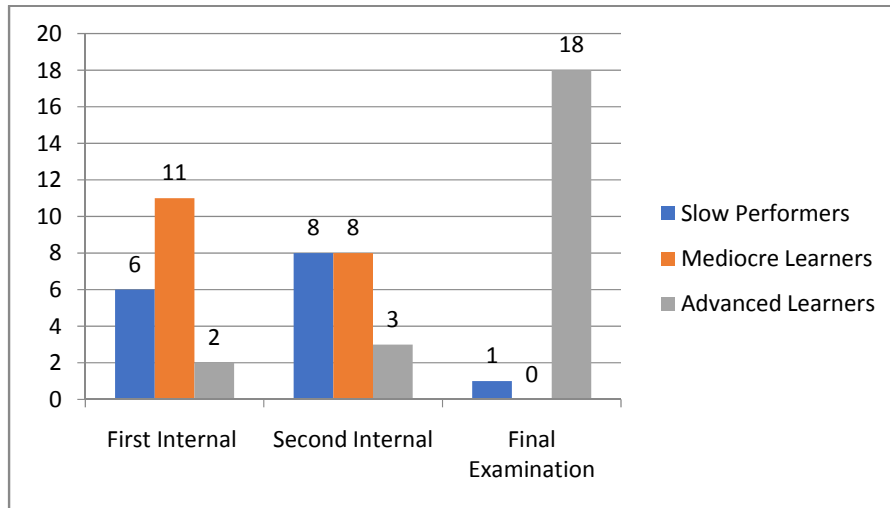
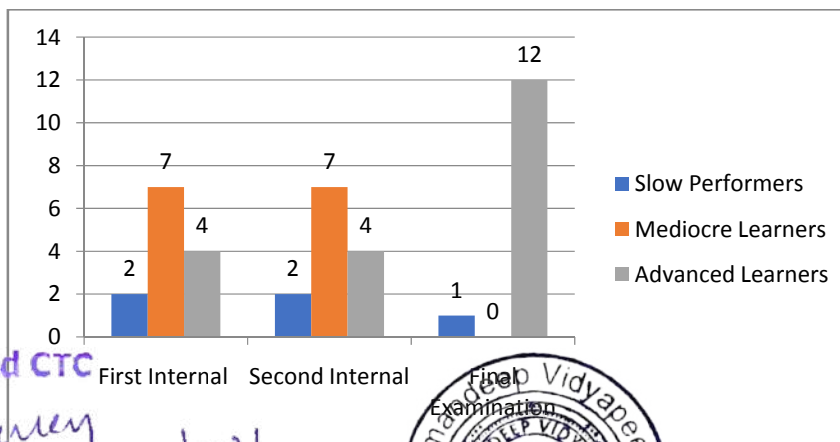


Fig 02: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students incised in Slow Performer category form 06 to 08 after 1st SLSS programme and decreased from 08 to 01 in Final exam , Mediocre Learner category decreased from 11 to 08 after 1st SLSS and decreased form 08 to 00 after final exam. Advance Learner category increased from 02 to 03 after 1st SLSS and from 03 to 18 after final examination.

3. MBA (Healthcare) 3rd Semester



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Vice-Chancellor

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Fig 03: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students remained same in Slow Performer, Mediocre Learner & Advance Learner category 1st SLSS programme and decreased in Final exam. Advance Learner category increased from 04 to 12 after final examination.

4. MBA (Healthcare) 4th Semester

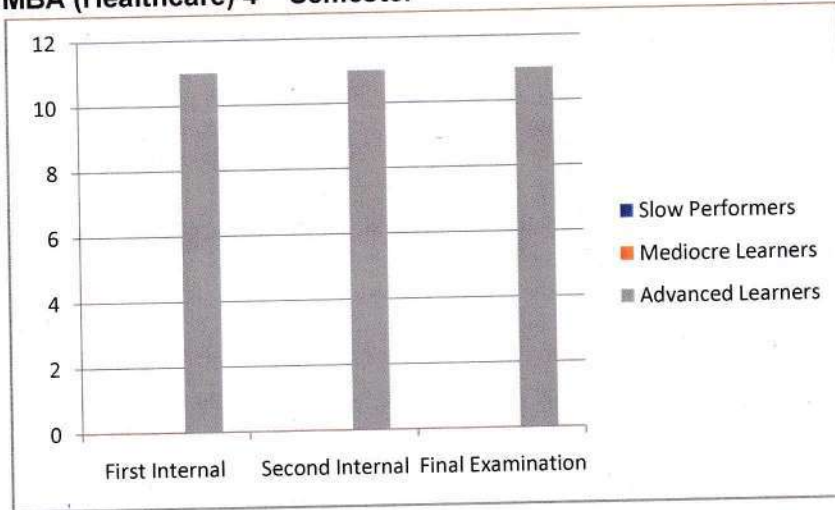


Fig 04: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. All the students are under the Advanced Learners Category from First Internal to Final Examination.

4. Conclusion:

From the data analysis of all students it was concluded that there is SLSS programme helps in improving the status of the students and overall academic performance of the individual students. The analysis has showing significant improvement in the marks of the students.

5. Recommendations, if any: Nil

6. Action taken on the recommendations of preceding year: Nil

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Signature of Head of the Institute

Attested CTC

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24/06/2021

Vice-Chancellor

Sumandeep Vidyapeeth

An Institution Deemed to be University

Vill. Piparia, Taluka: Waghodia.

Dist. Vadodara-391 760. (Gujarat)





Student Learning Support System ANNUAL REPORT

Academic Year: 2016-2017

1. Introduction: The **Student Learning Support System** was introduced in the teaching schedule primarily to improvise the newly admitted students at the point where they are new to the course feel comfortable with the course. Furthermore, the system continues throughout the course. The main aim was to introduce students regarding the course, its scope; foundation and knowledge, required to understand the course. During the continuation of program, the focus is to improve the overall academic performance of the students by identifying student as “Slow Performer”, “Mediocre learner” and “Advance learner”.

This identification helps in the categorisation of students which helps the teaching faculties to focus on students in a manner that will improve different aspects of all the students.

2. Details of Newly Admitted Students in Undergraduate Programmes

A. Categorization:

Name of Program	Year / Semester of study	Previous Examination	Categorization of Students		
			Slow Performers	Mediocre Learners	Advanced Learners
First year MBBS	2016-2017	HSC	1	13	136

B. Brief description and Support Sessions undertaken for all the categorized students:

Sr. No.	Title of Program	Date /Day	Teaching Faculty involved	Outcome
1	Orientation program was conducted, where students were sensitised to the environment of college and hospital, All the HOD have	10 th to 14 th August 2016	1. Dr. Getanjali Purohit 2. Dr Kinjal Jethwa 3. Mrs Priyanka Sharma 4. Dr. Pushma shah	New Students admitted were from diverse places from India, so this orientation program has not only made them familiar to our campus rather they also have learnt a lot about curriculum

Attested by

(Signature)

Vice-Chancellor

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Dist. Vadodara-391 760. (Gujarat)



	introduce them with the respective subjects. students were allotted mentors and anti ragging program was introduce to them		<p>5. Dr Rippalbhmani</p> <p>6. Dr.Lavleshkumar</p>	<p>including medical ethics, professionalism and basic medical skills.</p> <p>79.6 % students showed incremental outcome while 20.4% showed static outcome.</p>
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3. Performance of Student's in each Examination:

A. Categorization:

Name of Program	Year / Semester of study	Examination	Number of students		
			Slow Performers	Mediocre Learners	Advanced Learners
MBBS	First year	First Internal	107	42	1
		Second Internal	31	60	59
		Final Examination	28	63	59
	Second year	First Internal	73	27	7
		Second Internal	28	65	9
		Final Examination	27	66	9
	Third First	First Internal	58	18	3
		Second Internal	27	41	8
		Final Examination	28	41	7
	Final year	First Internal	58	25	23
		Second Internal	13	44	44
		Final Examination	24	45	32

B. Program wise Outcome Analysis:

(Provide brief description and Analysis, along with Graphical presentation)

1. FIRST MBBS:

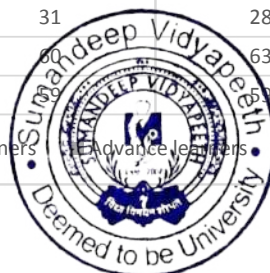
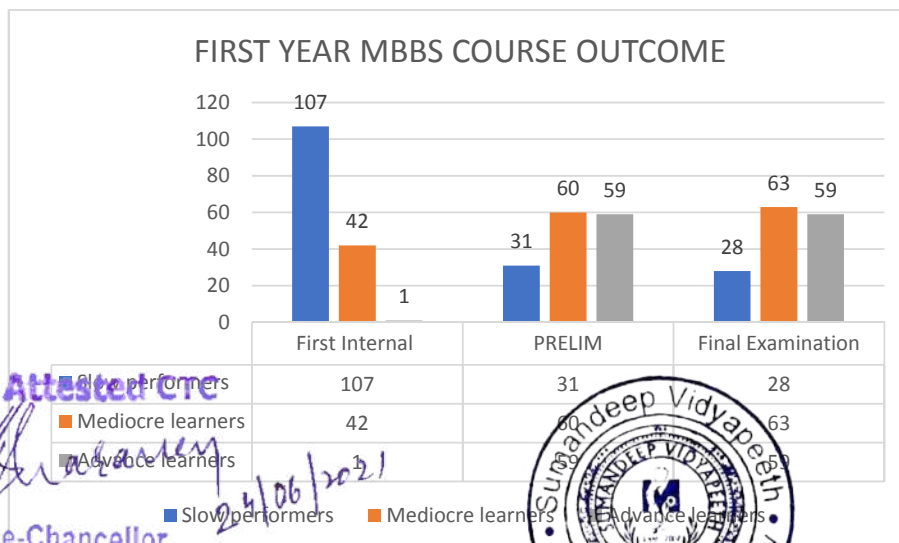




Figure 1 : After first internal examination the number of slow performers have been reduced from 107 to 31 and number of mediocre learners have raised from 4 to 60 and advance learners hiked from 1 to 59.

2. FOR SECOND YEAR MBBS:

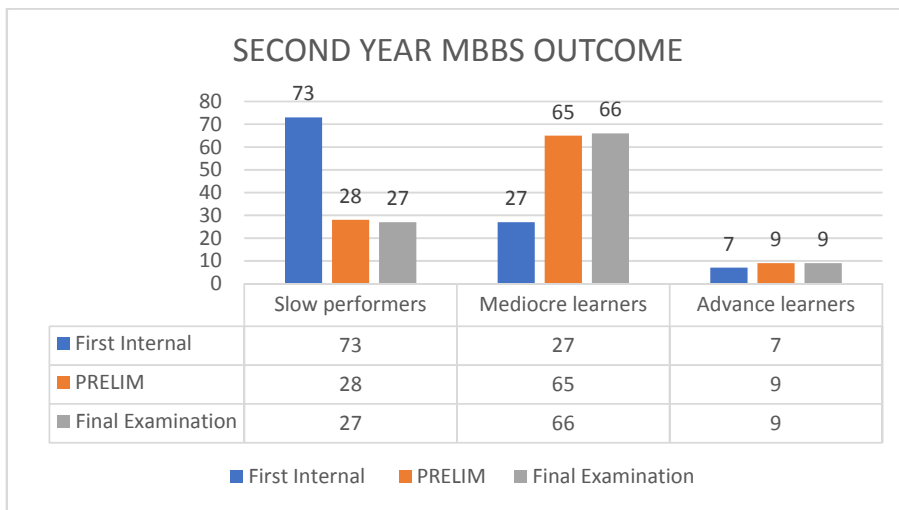


Figure 2 : After first internal examination the number of slow performers have been reduced from 72 to 127 and number of mediocre learners have raised from 28 to 65 and advance learners hiked from 27 to 66.

3. Third first MBBS:

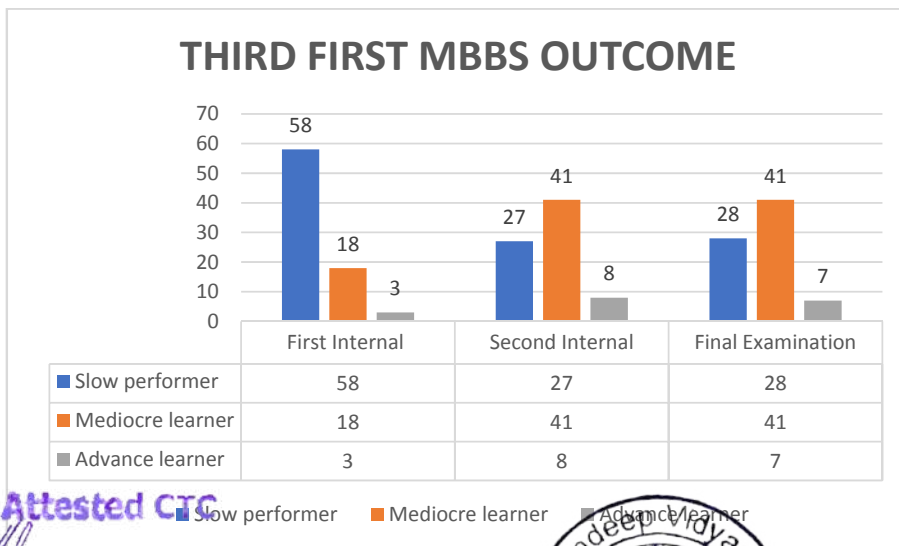


Figure 3: After first internal examination the number of slow performers have been reduced from 58 to 27 and number of mediocre learners have raised from 18 to 41 and advance learners hiked from 3 to 8.

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Vice-Chancellor

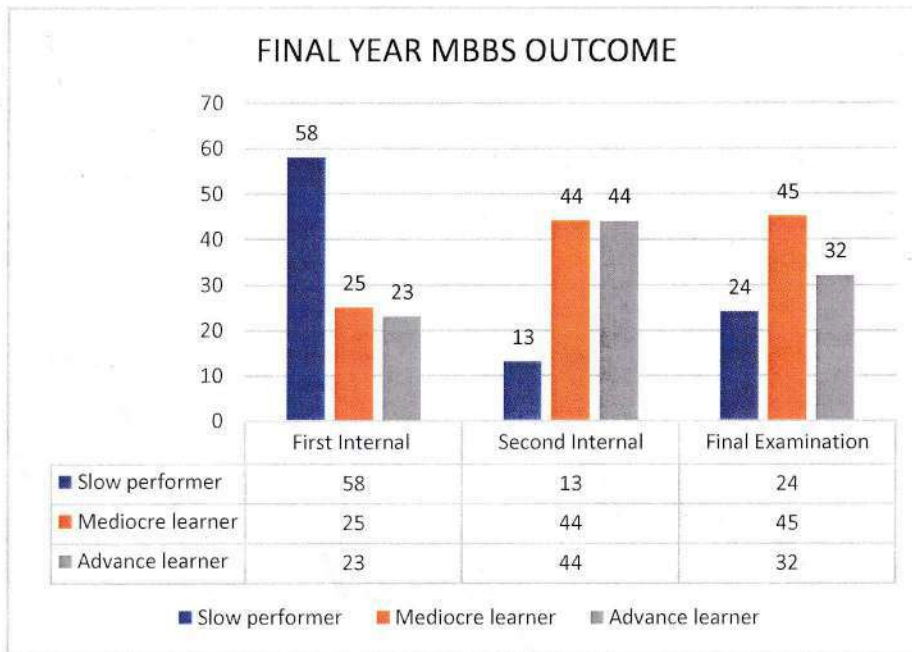
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Final year MBBS

Figure 4: After first internal examination the number of slow performers has been reduced from 58 to 13 and number of mediocre learners has risen from 25 to 44 and advance learners hiked from 23 to 44.

4. **Conclusion:** Through “students learning support system” students were motivated and benefitted. Many of the students have shown incremental status. Apart from the subjective Knowledge, they learnt numerous things; they learn medical ethics, communication skills, professionalism, research and better relationship with patients. The program leads to the holistic development of a student

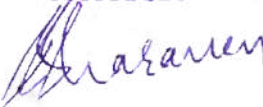
5. **Recommendations, if any:** nil

6. **Action taken on the recommendations of preceding year:** nil



 Signature of Head of the Institute



Attested CTC


 Vice-Chancellor 24/06/2021

Sumandeep Vidyapeeth

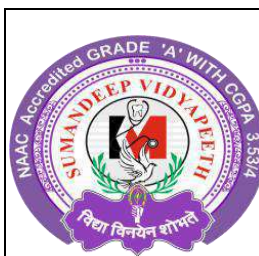
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E-Mail : gvshahdean@yahoo.co.in / www.sumandeepvidyapeethdu.edu.in

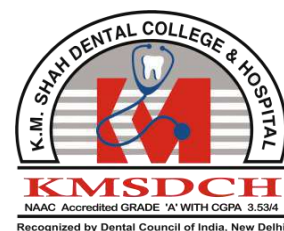
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K.M.SHAH DENTAL COLLEGE & HOSPITAL
SUMANDEEP VIDYAPEETH
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Vill. Piparia, Waghodia Taluka, Dist. Vadodara-391760
(Gujarat)



STUDENT LEARNING SUPPORT SYSTEM **ANNUAL REPORT**

Academic Year:2016-2017

1. Introduction: The Student Learning Support System was introduced in teaching schedule to improve the newly joined students at the point from where they can feel comfortable with the course. Furthermore, the system continues thought the course. The aim of this system was to introduce students regarding the course, its scope; foundation knowledge requires understanding the course. During the continuation of programme, the focus is to improve the overall academic performance of the student by identification of students as slow performer, Mediocre Learner and Advance Learner. This identification helps in categorisation of students which helps teaching faculty to focus on students in a manner that will improve different aspects of all students.

2. Details of Newly Admitted Students in Undergraduate Programmes

A. Categorization:

Name of Program	Year / Semester of study	Previous Examination	Categorization of Students		
			Slow Performers	Mediocre Learners	Advanced Learners
BDS	I YEAR	HSC	02	05	25

B. Brief description and Support Sessions undertaken for all the categorized students:

Sr. No.	Title of Program	Date	Teaching Faculty involved	Outcome
1	Stress Management	30/08/2016	Dr Vandana Shah,	Good Students learned about stress management
2	Communication skills	09/09/2016	Dr Rashmi Bhavasar,	Good Students learned about communication skills.

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24/06/2021

Vice-Chancellor

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3. Performance of Student's in each Examination:

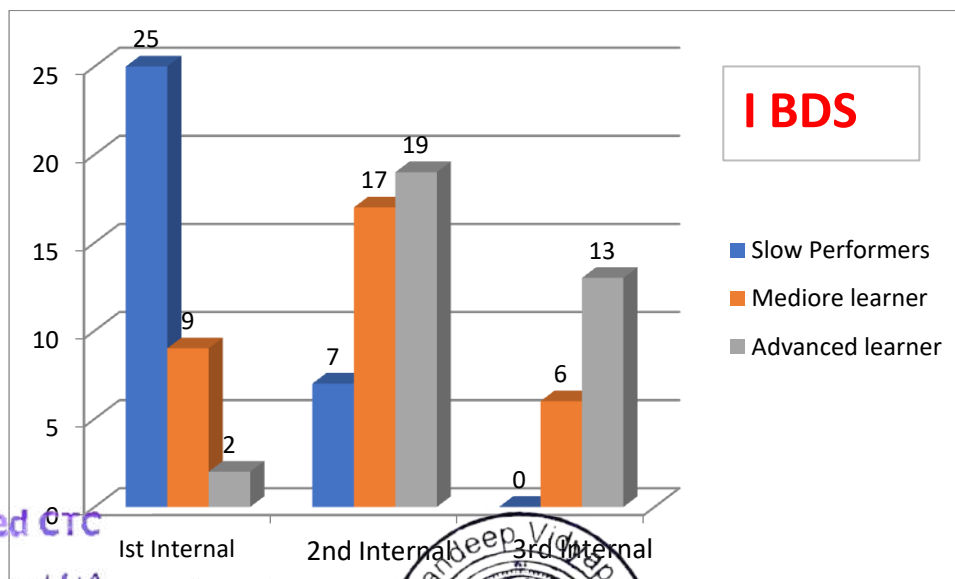
A. Categorization:

Name of Program	Year / Semester of study	Examination	Number of students		
			Slow Performers	Mediocre Learners	Advanced Learners
BDS	1 st Year	First Internal	25	7	00
		Second Internal	09	17	06
		Final Examination	02	19	13
	2 nd Year	First Internal	91	00	00
		Second Internal	85	06	00
		Final Examination	48	42	01
	3 rd Year	First Internal	76	00	00
		Second Internal	73	00	03
		Final Examination	35	40	00
	Final Year	First Internal	73	00	00
		Second Internal	45	26	02
		Final Examination	31	40	02

B. Program wise Outcome Analysis:

(Provide brief description and Analysis, along with Graphical presentation)

1st YEAR BDS



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Fig 01: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students in Slow Performer categories as we can see that number of students in Slow Learners are decreasing and Numbers of Students in Mediocre learning had increased. when compared to final outcome of the program ie After Universtity exams there is over all increase in Mediocre Learner and Advanced Learner categories compared to First internal Exam of the students.

IInd YEAR BDS

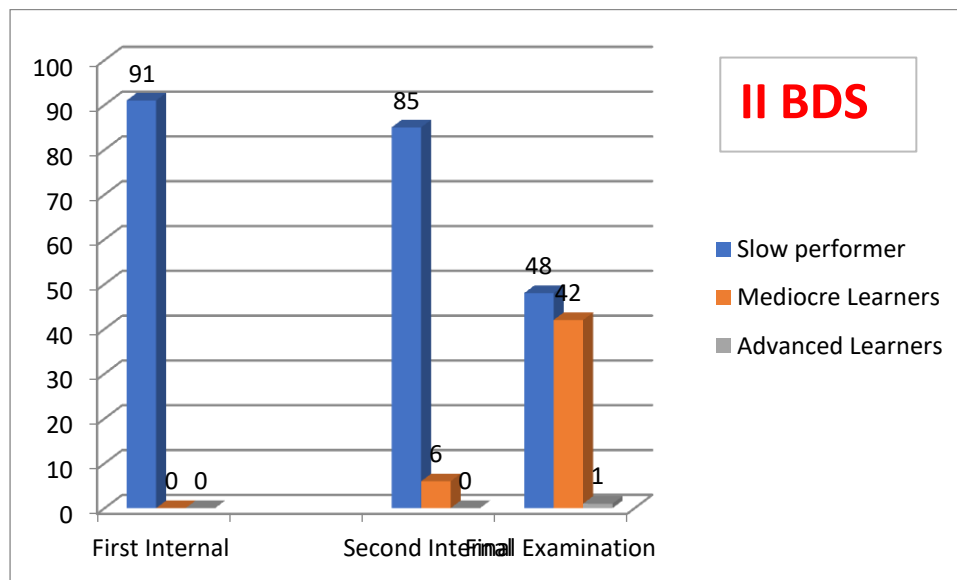


Fig 02: This Graph represent changes in status of student after conduction of SLSS program. The graph have shown significant improvement in the level of students in slow performers in final exam also Mediocre learners are increased. when first internal was compared to final outcome of the program ie After Universtity exams there is over all increase in Mediocre Learner and Advanced Learner categories compared to First internal Exam of the students.

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IIIrd YEAR BDS

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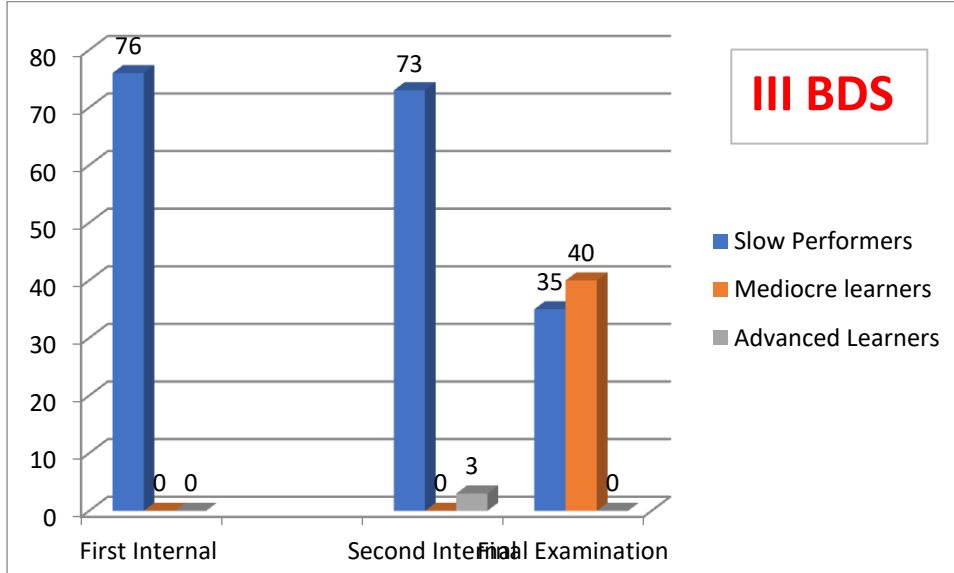
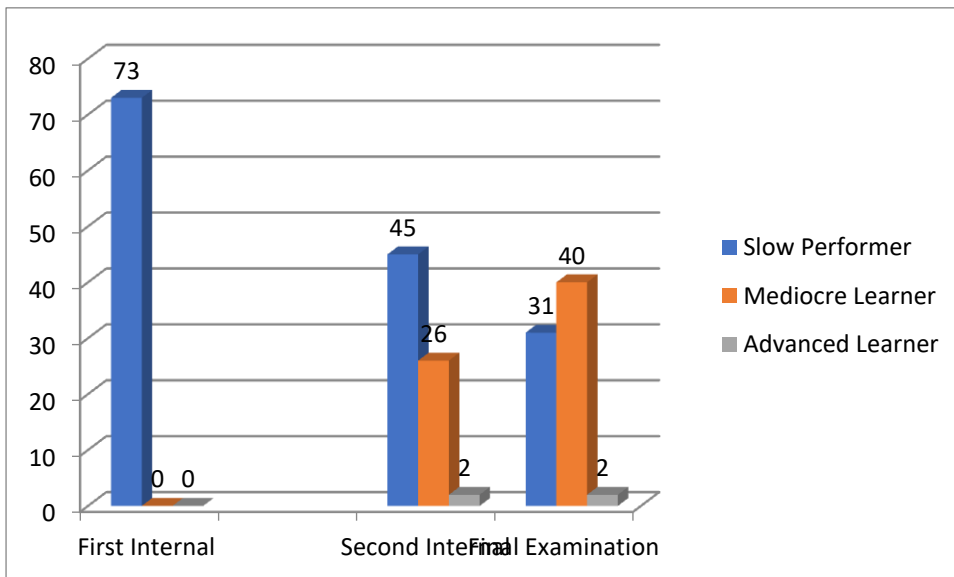


Fig 03: This Graph represent changes in status of student after conduction of SLSS program. The graph have show improvement in the level of students in all three categories.there are less number of students in Slow Learners category and Numbers of Students in Mediocre learning had increased. When compared to final outcome of the program ie After University exams there is over all increase in Mediocre Learner and Advanced Learner categories compared to First internal Exam of the students

IVth YEAR BDS



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Fig 04: This Graph represent changes in status of student after conduction of SLSS program. The graph have shown that there were no mediocre learners in first internal but then there was significant improvement in the level of students in Slow Performer categories as we can see thst no of students in Slow Learners are decreasing and Numbers of Students in Mediocre learning had increased. when compared to final outcome of the program ie After Universtity exams there is over all increse in Mediocre Learner categories compared to First internal Exam of the students.

4. Conclusion:

From the data analysis of all students it was concluded that there is SLSS programme helps in improving the status of the students and overall academic performance of the individual students. The analysis is showing significant improvement in the marks of the students.

5. Recommendations, if any:

1.For III.BDS batch of students, in final examination there were no students in advanced learner categories.

6. Action taken on the recommendations of preceding year:

Sr. No.	Recommendations	Action Taken	Outcome
1	Third BDS student's number of advanced learners can be improved.	Students were monitored for increasing their ability to achieve advanced learning	Number of students in mediocre and advanced learner categories was maintained.

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	DEPARTMENT OF PHARMACY SUMANDEEP VIDYAPEETH (An Institution Deemed To Be University) Vill. Piparia, Waghodia Taluka, Dist. Vadodara- 391760 (Gujarat)
Dr. A. K. Seth HOD	Phone: +91 2668 245073 URL: www.sumandeeponiversity.org

STUDENT LEARNING SUPPORT SYSTEM
ANNUAL REPORT

Academic Year: 2016-17

1. Introduction: The Student Learning Support System was introduced in teaching schedule to improve the newly joined students at the point from where they can feel comfortable with the course. Furthermore, the system continues thought the course. The aim of this system was to introduce students regarding the course, its scope, foundation knowledge requires to understand the course. During the continuation of programme, the focus is to improve the overall academic performance of the student by identification of students as Slow performer, Mediocre Learner and Advance Learner. This identification helps in categorisation of students which helps teaching faculty to focus on students in a manner that will improve different aspects of all students.

2. Details of Newly Admitted Students in Undergraduate and Integrated Post Graduate Programmes.

A. Categorization:

Name of Program	Year / Semester of study	Previous Examination	Categorization of Students		
			Slow Performers	Mediocre Learners	Advanced Learners
Pharm.D	I year	HSC	01	11	18
B.Pharm	I Sem	HSC	15	15	12

B. Brief description and Support Sessions undertaken for all the categorized students:

Pharm.D I Year

Sr. No.	Title of Program	Date	Teaching Faculty involved	Outcome
1	Special Mathematics class	02/09/2016, 03/09/2016	Mr. Ashok Tejwani	Improvement in Mathematical skills required for pharmaceutical drug dosage calculations.
2	Special Teaching through video	05/09/2016, 06/09/2016	Mrs. Kinjal Patel	Actual view of various Pharmaceutical science process as given in text books.

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3	Interactive sessions on profession related topics with Classmates	07/09/2016, 08/09/2016	Dr. Nirmal Shah	Interactive session to clarify any query related to Pharmacy profession and bring confidence among students for their future.
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B. Pharm

Sr. No.	Title of Program	Date	Teaching Faculty involved	Outcome
1	Special Mathematics class	12/09/2016, 13/09/2016	Mr. Ashok Tejwani	Improvement in Mathematical skills required for pharmaceutical drug dosage calculations.
2	Special Teaching through video	14/09/2016, 15/09/2016	Dr. Dhanya B Sen.	Actual view of various Pharmaceutical science process as given in text books.
3	Interactive sessions on profession related topics with Classmates	16/09/2016, 17/09/2016	Dr. Nirmal Shah	Interactive session to clarify any query related to Pharmacy profession and bring confidence among students for their future.

3. Performance of Student's in each Examination:

A. Categorization:

Name of Program	Year / Semester of study	Examination	Number of students		
			Slow Performers	Mediocre Learners	Advanced Learners
B.Pharm	1 st Semester	First Internal	02	14	26
		Second Internal	12	11	19
		Final Examination	15	08	19
	2 nd Semester	First Internal	15	11	16
		Second Internal	15	12	15
		Final Examination	15	07	20
	2 nd Year	First Internal	25	04	16
		Second Internal	36	01	08
		Final Examination	14	14	17
	3 rd Year	First Internal	21	04	08
		Second Internal	22	02	09
		Final Examination	12	11	10
	4 th Year	First Internal	20	01	07

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		Second Internal	22	01	05
		Final Examination	05	14	09
Pharm. D	1 st Year	First Internal	04	12	14
		Second Internal	06	17	07
		Final Examination	01	11	18
	2 nd Year	First Internal	11	08	05
		Second Internal	10	10	04
		Final Examination	02	05	17
	3 rd Year	First Internal	06	11	05
		Second Internal	05	12	05
		Final Examination	02	07	13
	4 th Year	First Internal	01	04	16
		Second Internal	00	05	16
		Final Examination	00	02	19
5 th Year	First Internal	00	02	00	
	Second Internal	00	00	02	
	Final Examination	00	01	01	

B. Program wise Outcome Analysis:

(Provide brief description and Analysis, along with Graphical presentation)

1. 1st Semester B. Pharm

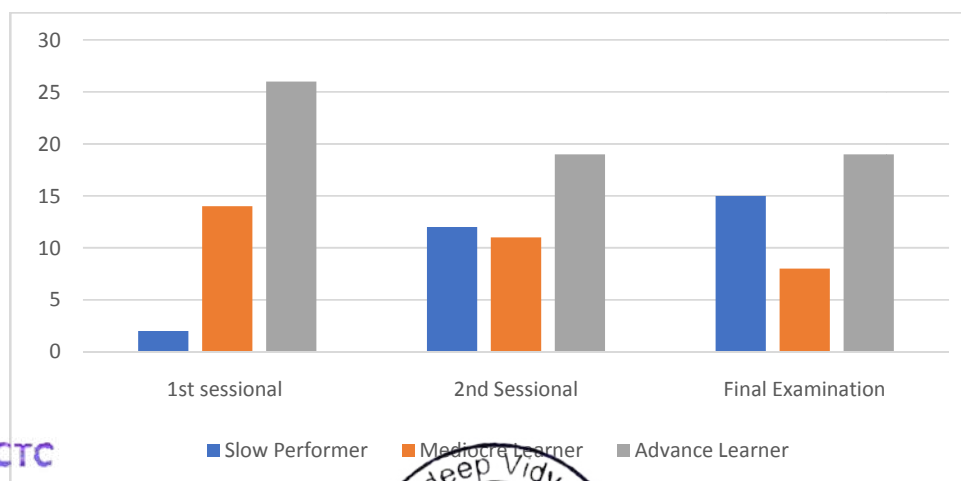


Fig 01: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The

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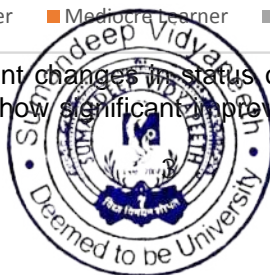
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number of students increased in Slow Performer category from 02 to 12 after 1st SLSS programme and decreased from 12 to 15 in Final exam , Mediocre Learner category decreased from 14 to 11 after 1st SLSS and increased from 11 to 08 after final exam. Advance Learner category decreased from 26 to 19 after 1st SLSS and remained same from 19 to 19 after final examination.

2. 2nd Semester B. Pharm

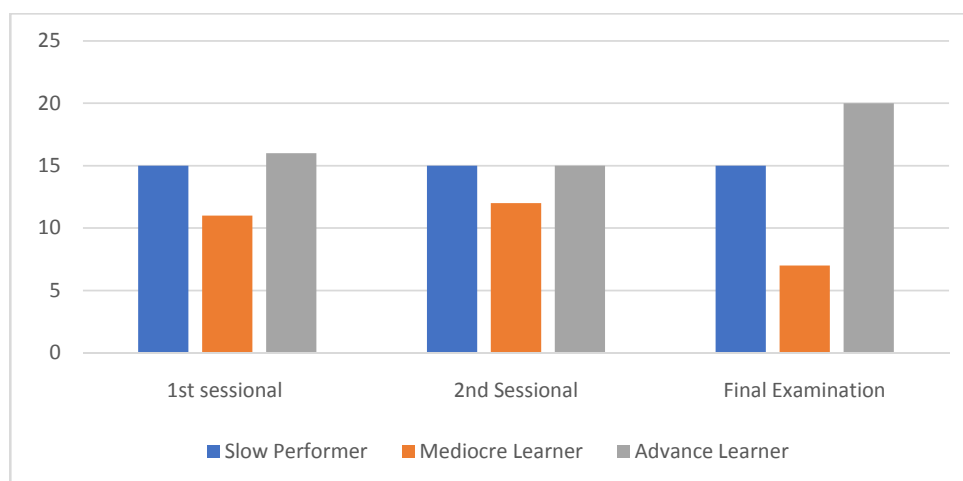


Fig 02: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students remained same in Slow Performer category from 15 to 15 after 1st SLSS programme and from 15 to 15 in Final exam , Mediocre Learner category increased from 11 to 12 after 1st SLSS and decreased from 12 to 07 after final exam. Advance Learner category decreased from 16 to 15 after 1st SLSS and increased from 15 to 20 after final examination.

3. 2nd Year B. Pharm

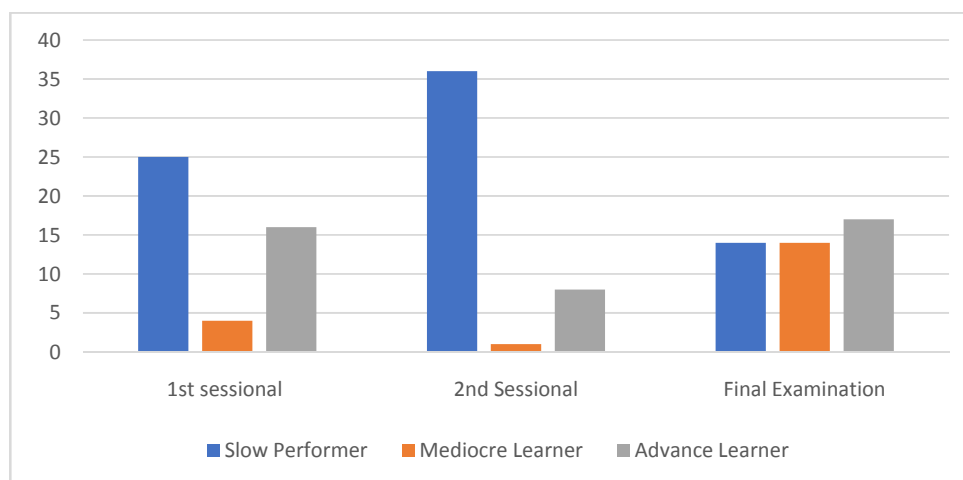


Fig 03: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The

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number of students increased in Slow Performer category from 25 to 36 after 1st SLSS programme and decreased from 36 to 14 in Final exam, Mediocre Learner category decreased from 04 to 01 after 1st SLSS and increased from 01 to 14 after final exam. Advance Learner category decreased from 16 to 08 after 1st SLSS and increased from 08 to 17 after final examination.

4. 3rd Year B. Pharm

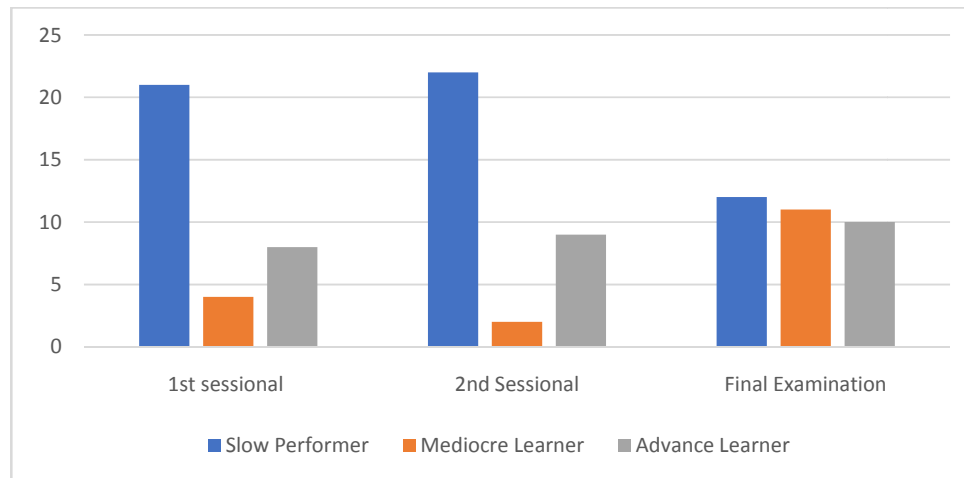


Fig 04: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students remained same in Slow Performer category from 15 to 15 after 1st SLSS programme and from 15 to 15 in Final exam, Mediocre Learner category increased from 11 to 12 after 1st SLSS and decreased from 12 to 07 after final exam. Advance Learner category decreased from 16 to 15 after 1st SLSS and increased from 15 to 20 after final examination.

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5. 4th Year B. Pharm

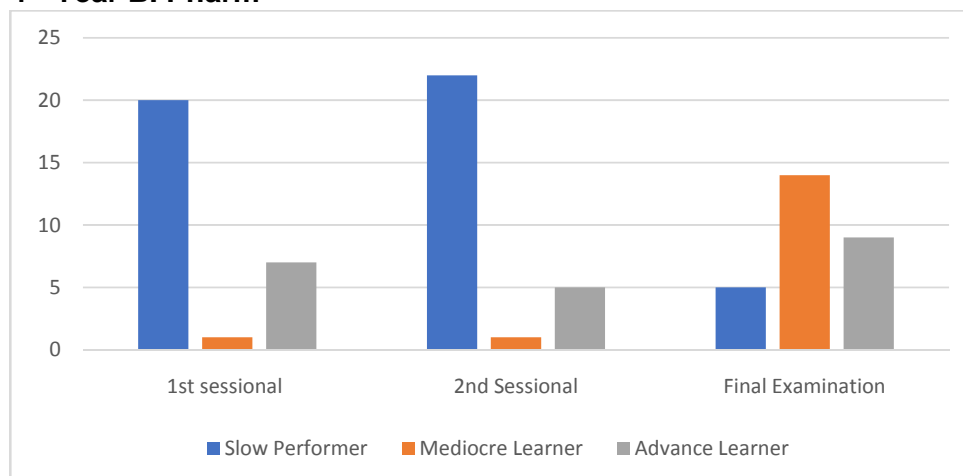


Fig 05: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students increased in Slow Performer category from 20 to 22 after 1st SLSS programme and decreased from 22 to 05 in Final exam , Mediocre Learner category remained same from 01 to 01 after 1st SLSS and increased from 01 to 14 after final exam. Advance Learner category decreased from 07 to 05 after 1st SLSS and increased from 05 to 09 after final examination.

6. 1st Year Pharm. D

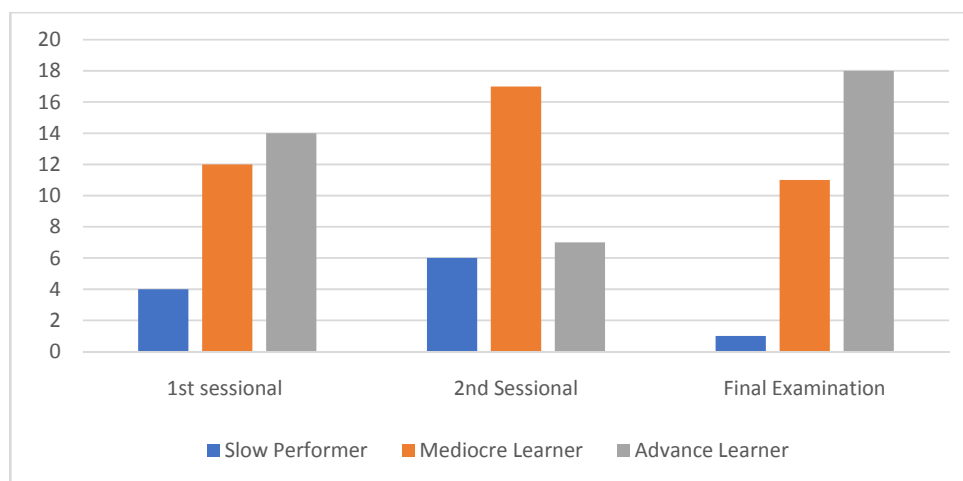


Fig 06: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students increased in Slow Performer category from 04 to 06 after 1st SLSS programme and decreased from 06 to 01 in Final exam , Mediocre Learner category increased from 12 to 17 after 1st SLSS and increased from 17 to 11 after final exam. Advance Learner category decreased from 14 to 07 after 1st SLSS and increased from 07 to 18 after final examination.

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7. 2nd Year Pharm. D

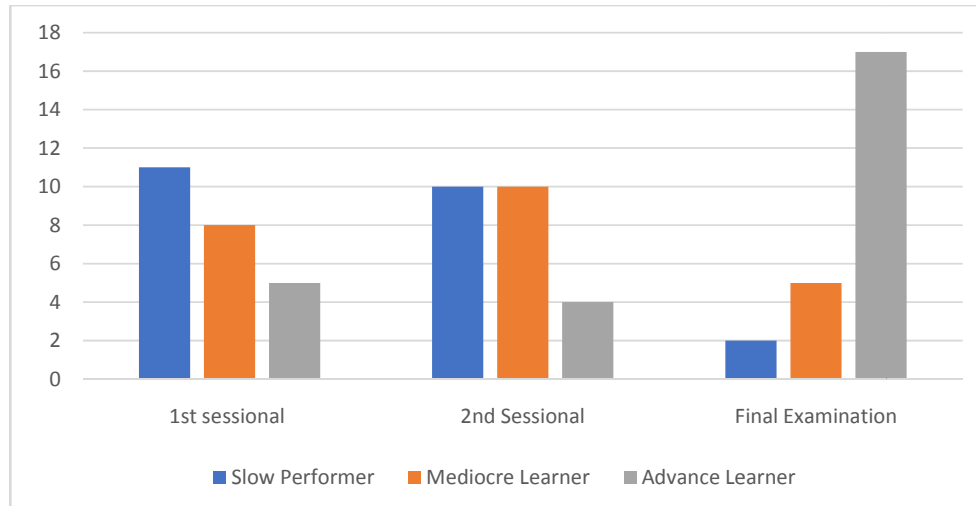


Fig 07: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students decreased in Slow Performer category from 23 to 09 after 1st SLSS programme and increased from 09 to 16 in Final exam , Mediocre Learner category increased from 17 to 24 after 1st SLSS and decreased from 24 to 16 after final exam. Advance Learner category increased from 7 to 14 after 1st SLSS and from 14 to 15 after final examination.

8. 3rd Year Pharm. D

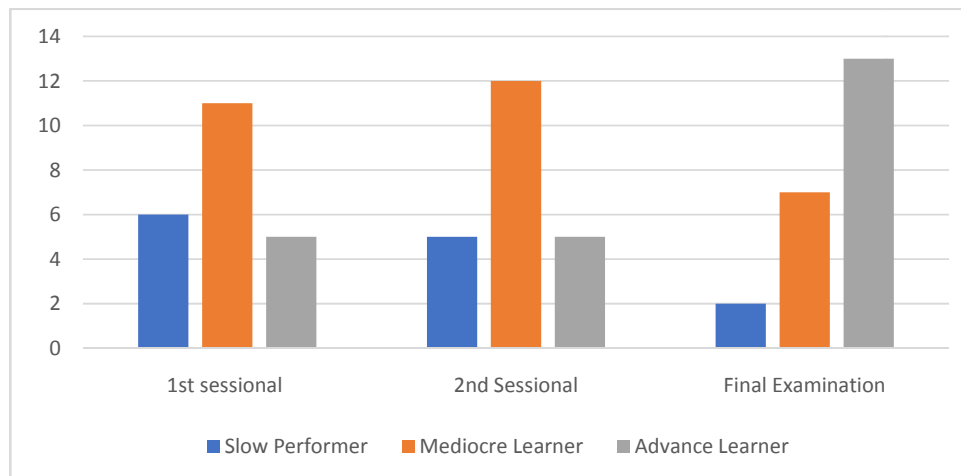


Fig 08: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students decreased in Slow Performer category from 06 to 04 after 1st SLSS programme and from 04 to 01 in Final exam , Mediocre Learner category increased from 20 to 22 after 1st SLSS and decreased from 22 to 13 after final exam. Advance Learner

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category remained same from 04 to 04 after 1st SLSS and increased from 04 to 16 after final examination.

9. 4th Year Pharm. D

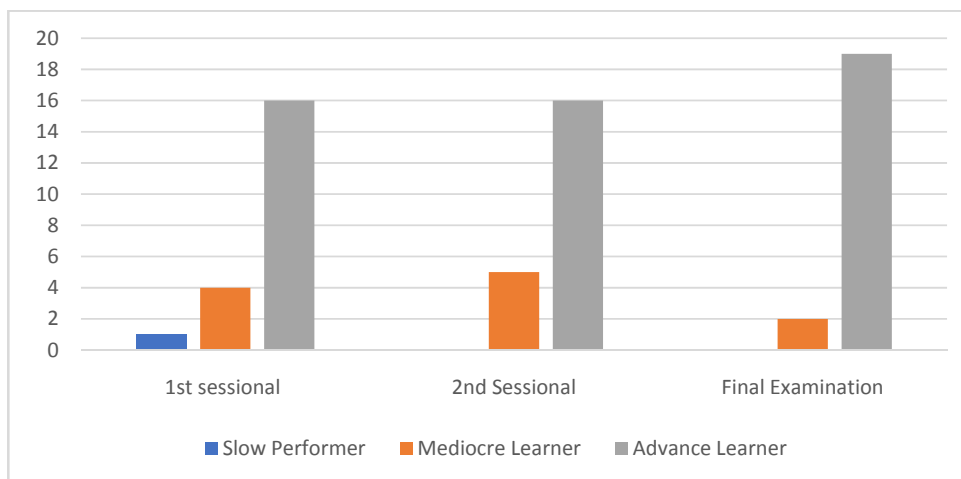


Fig 09: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students increased in Slow Performer category from 06 to 08 after 1st SLSS programme and decreased from 08 to 02 in Final exam , Mediocre Learner category decreased from 03 to 02 after 1st SLSS and increased from 02 to 07 after final exam. Advance Learner category decreased from 16 to 15 after 1st SLSS and increased from 15 to 16 after final examination.

10. 5th Year Pharm. D

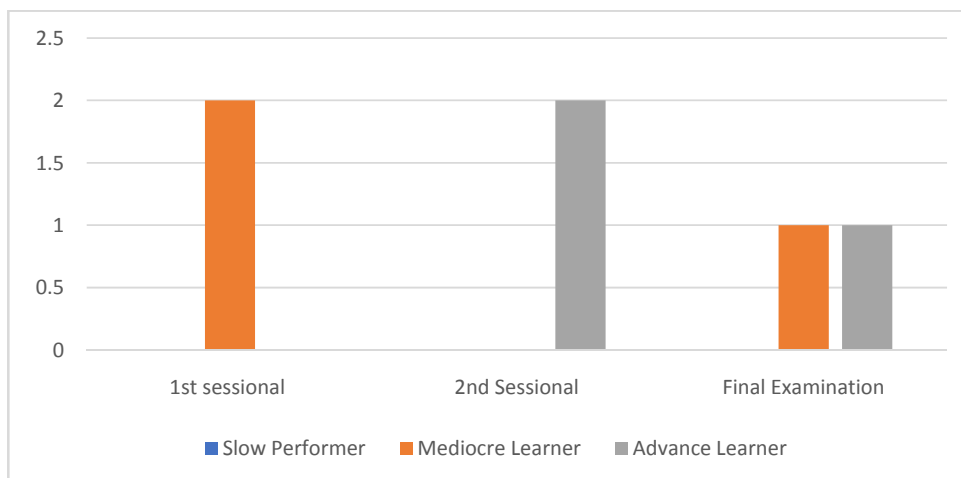


Fig 10: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students decreased in Slow Performer category from 03 to 02 after 1st SLSS programme and remained same from 02 in Final exam , Mediocre Learner category increased from 06 to 09 after 1st SLSS and decreased from 09 to 03 after final exam. Advance Learner category decreased from 13 to 11 after 1st SLSS and increased from 11 to 17 after final examination.

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4. Conclusion:

From the analysis of SLSS programme data it was concluded that, there was a significant improvement in the status of the students. Most of the students have significantly improved in their academic performance at the end of final examination.

5. Recommendations, if any: Nil

6. Action taken on the recommendations of preceding year: Yes

Sr. No.	Recommendations	Action Taken	Outcome
01.	More attention should be given to the first year B. Pharm	Faculty Members are Instructed by HOD to put more focus on newly admitted students.	The result of this year first year B. Pharm is much improved than previous year First year B. Pharm.


Signature of Head of the Institute

**HEAD DIRECTOR
DEPT. OF PHARMACY
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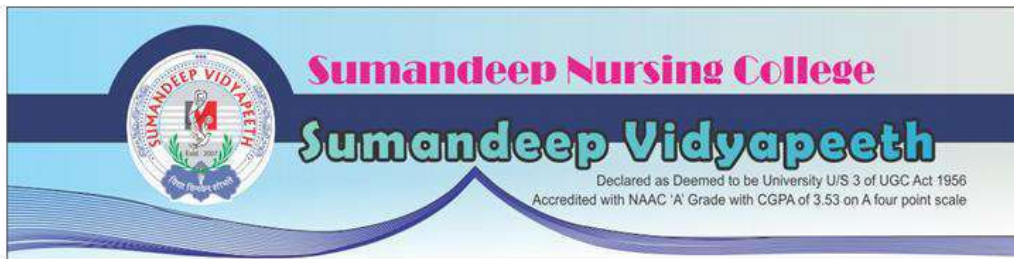
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Student Learning Support System

Annual Report

Academic Year: 2016-2017

1. Introduction: The Student Learning Support System was introduced in teaching schedule to improve the newly joined students at the point from where they can feel comfortable with the course. Furthermore, the system continues throughout the course. The aim of this system was to introduce students regarding the course, its scope; foundation knowledge required to understand the course. During the continuation of programme, the focus is to improve the overall academic performance of the student by identification of student as slow performer, mediocre learner and advance learner. This identification helps in categorisation of students which helps teaching faculty to focus on students in a manner that will improve different aspects of students.

2. Details of Newly Admitted Students in Diploma and Undergraduate Programmes

A. Categorization:

Name of Program	Year / Semester of study	Previous Examination	Categorization of Students		
			Slow Performers	Mediocre Learners	Advanced Learners
B.Sc Nursing	First Year	12 th Standard	54	29	7
P.B.B.Sc Nursing	First Year	GNM	4	7	2

B. Brief description and Support Sessions undertaken for all the categorized students:

First Year B.Sc Nursing

Sr. No.	Title of Program	Date	Teaching Faculty involved	Outcome
1	Personality development	2/09/2016	Mr. Ismail P A	An attempt for modification of personality as to suite it for the chosen profession.
2	Communication skills	4/10/2016	Ms. Gagan Sharma	Improves the communication skills.
3	Computer Class	24/10/2016	Ms. Sandhya	Improve computer skills.
4	English Language Class	11/11/2016	Mrs. Ruhi Vargheese	Helps in having a good language base

First Year P.B.B.Sc Nursing

Sr. No.	Title of Program	Date	Teaching Faculty involved	Outcome
1	Personality Development	2/09/2016	Mr. Ismail P A	An attempt for modification of

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				personality as to suite it for the chosen profession.
2	Interactive Sessions On Profession Related Topics With Fellow Classmates	4/10/2016	Mrs. Vruti Patel	Interactive session was helpful in clarifying queries related to profession and brings confidence among students for their future.
3	Communication Skills	24/10/2016	Mrs. Nilumi Soni	Interactive session Improves the communication skills
4	English Language Class	11/11/2016	Mrs. Ruhi Vargheese	Helps in having a good language base

3. Performance of Student's in each Examination:

A. Categorization:

Name of Program	Year / Semester of study	Examination	Number of students		
			Slow Performers	Mediocre Learners	Advanced Learners
B.Sc Nursing	First Year	First Internal	70	14	6
		Second Internal	76	11	3
		Final Examination	37	41	10
B.Sc Nursing	Second Year	First Internal	44	14	0
		Second Internal	31	18	8
		Final Examination	21	32	4
B.Sc Nursing	Third Year	First Internal	44	11	3
		Second Internal	29	20	8
		Final Examination	14	27	14
B.Sc Nursing	Final Year	First Internal	37	6	9
		Second Internal	39	10	3
		Final Examination	14	33	5
P.B.B.Sc Nursing	First Year	First Internal	8	3	2
		Second Internal	10	3	0
		Final Examination	6	5	2
P.B.B.Sc Nursing	Second Year	First Internal	2	2	6
		Second Internal	3	4	3
		Final Examination	0	2	8

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Note:

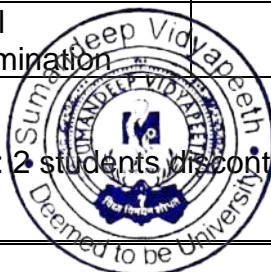
In B.Sc Nursing First Year: 2 students discontinued before Final Examination.

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- In B.Sc Nursing Second Year: 1 student discontinued before Second internal & Final Examination.
- In B.Sc Nursing Third Year: 2 students have not appeared in the Final Examination.

B. Program wise Outcome Analysis:

1. First Year B.Sc Nursing

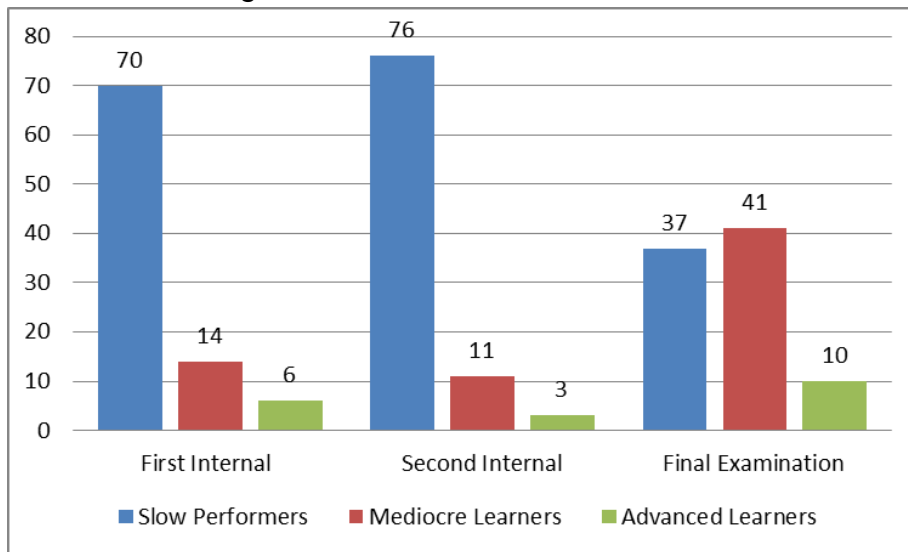


Figure 1. This graph shows significant changes in status of students after conduction of SLSS sessions. The number of students in slow performer category increased from 70 to 76 after first SLSS session and decreased to 37 in final university examination. Mediocre learner category decreased from 14 to 11 after first SLSS session and further increased to 41 after final university examination. Advanced learner category decreased from 6 to 3 after first SLSS session and further increased 10 after final university examination.

2. Second Year B.Sc Nursing

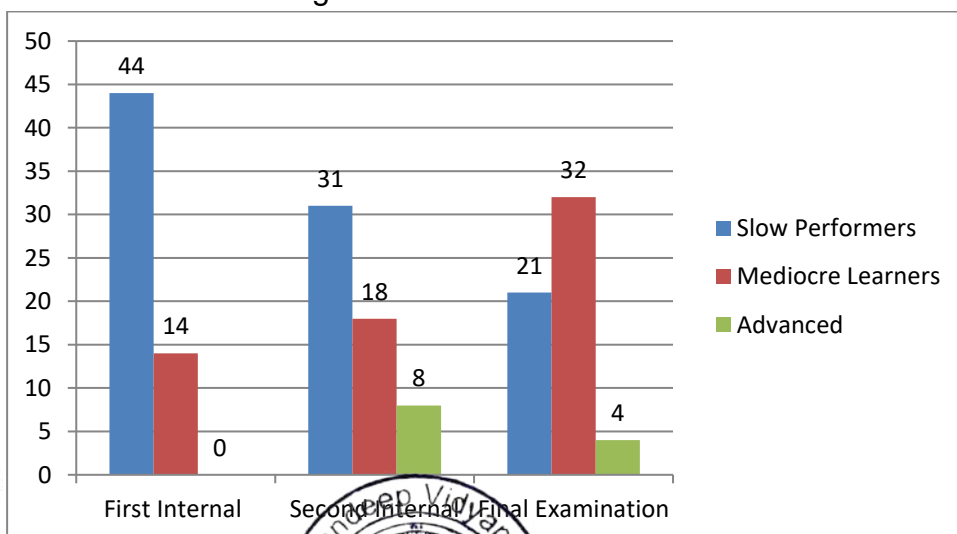


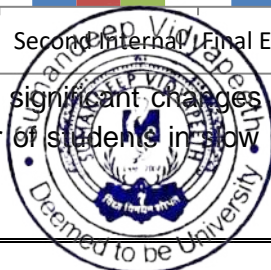
Figure 2. This graph shows significant changes in status of students after conduction of SLSS sessions. The number of students in slow performer category increased from 44 to 21 after second SLSS session and decreased to 21 in final university examination. Mediocre learner category increased from 14 to 18 after second SLSS session and further increased to 32 after final university examination. Advanced learner category increased from 0 to 8 after second SLSS session and further increased 4 after final university examination.

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Vice-Chancellor

Sumandeep Vidyapeeth



31 after first SLSS session and decreased to 21 in final university examination. Mediocre learner category increased 14 to 18 after first SLSS session and further increased to 32 after final university examination. Advanced learner category increased from 0 to 8 after first SLSS session and further to 4 after final university examination.

3. Third Year B.Sc Nursing

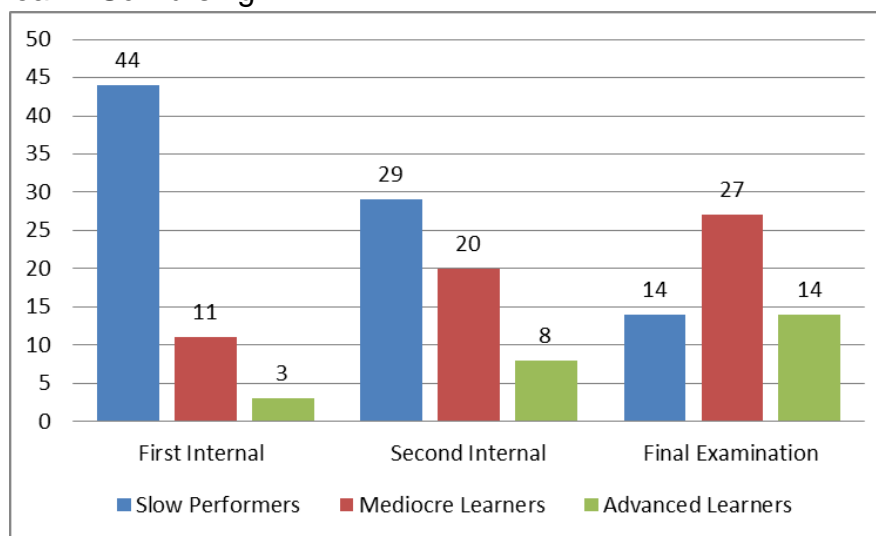


Figure 3. This graph shows significant changes in status of students after conduction of SLSS sessions. The number of students in slow performer category decreased from 44 to 29 after first SLSS session and further decreased to 14 in final university examination. Mediocre learner category increased from 11 to 20 after first SLSS session and further increased to 27 after final university examination. Advanced learner category increased from 3 to 8 after first SLSS session and further increased to 14 after final university examination.

4. Final Year B.Sc Nursing

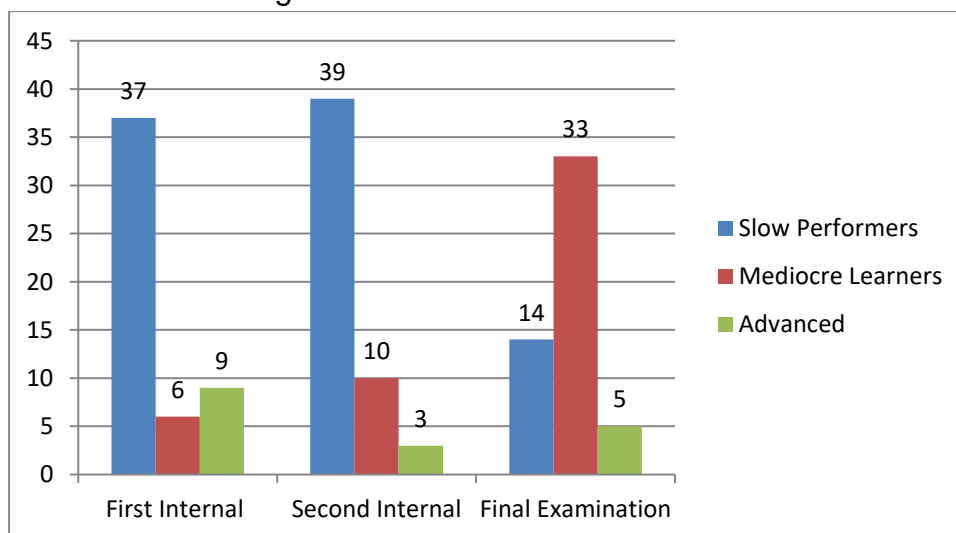


Figure 4. This graph shows significant changes in status of students after conduction of SLSS sessions. The number of students in slow performer category increased from 37 to 39 after first SLSS session and decreased to 14 in final university examination. Mediocre learner category increased from 6 to 10 after first SLSS session and further increased to 33 after final university examination. Advanced learner category decreased from 9 to 3 after first SLSS session and further increased to 5 after final university examination.

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5. First Year P.B.B.Sc Nursing

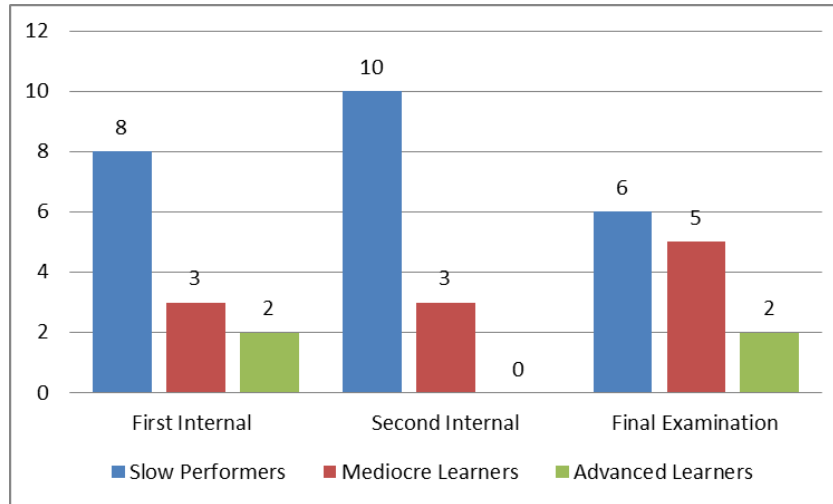


Figure 5. This graph shows significant changes in status of students after conduction of SLSS sessions. The number of students in slow performer category increased from 8 to 10 after first SLSS session and decreased to 6 in final university examination. Mediocre learner category 3 remained same after first SLSS session and further increased to 5 after final university examination. Advanced learner category decreased from 2 to 0 after first SLSS session and further increased to 2 after final university examination.

6. Second Year P.B.B.Sc Nursing

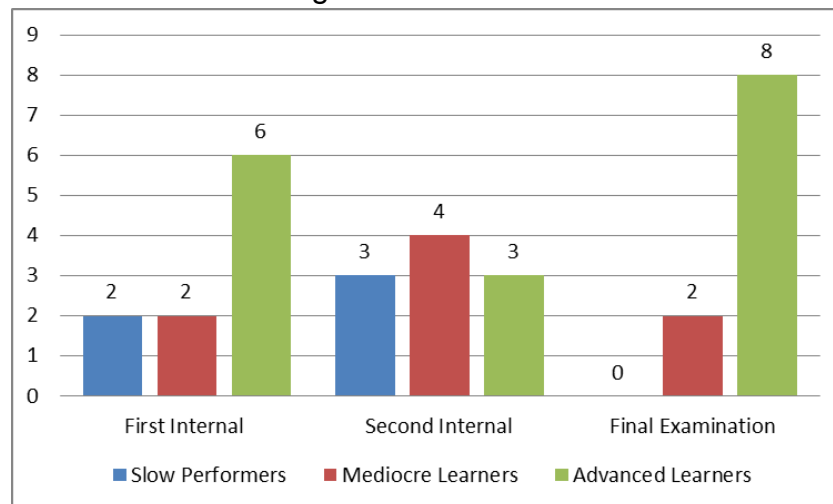


Figure 6. This graph shows significant changes in status of students after conduction of SLSS sessions. The number of students in slow performer category increased from 2 to 3 after first SLSS session and decreased to 0 in final university examination. Mediocre learner category increased from 2 to 4 after first SLSS session and decreased to 2 after final university examination. Advanced learner category decreased from 6 to 3 after first SLSS session and further increased to 8 after final university examination.

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4. Conclusion:

Vice-Chancellor

Sumandeeep Vidyapeeth



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From the analysis of data above; it is concluded that the SLSS programme is effective in improving the status of the students in overall performance. The analysis shows significant improvement in the academic performance of the students.

5. Recommendations, if any: Nil

6. Action taken on the recommendations of preceding year: Nil

For, Pappu
Signature of Head of the Institute

PRINCIPAL
SUMANDEEP NURSING COLLEGE
PIPARIA, WAGHODIA, VADODARA

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Sharan

24/06/2021

Vice-Chancellor

Sumandeep Vidyapeeth

An Institution Deemed to be University

Vill. Piparia, Taluka: Waghodia.

Dist. Vadodara-331 760. (Gujarat)



**COLLEGE OF PHYSIOTHERAPY**

SUMANDEEP VIDYAPEETH

(Declared as deemed to be University Under Section 3 of UGC Act, 1956)

Piparia, Waghodia, Vadodara-391760(Gujarat)

Ph : 02668-245029 Email: ppt@sumandeepuniversity.co.in

Student Learning Support System**Annual Report****Academic Year: 2016-17****1. Introduction:**

The Student Learning Support System was introduced with the following objectives:

- To identify slow performers, mediocre learners and advanced learners based on internal results as well as final university examination results.
- To understand the strengths and weaknesses of the students.
- To give additional help to slow performers and mediocre learners bolster their academic performance and provide opportunities to advanced learners for overall/holistic development.

2. Details of Newly Admitted Students in Undergraduate Programmes**A. Categorization:**

Name of Program	Year / Semester of study	Previous Examination	Categorization of Students		
			Slow Performers	Mediocre Learners	Advanced Learners
Bachelor of Physiotherapy	First Year	HSC	19	58	35

B. Brief description and Support Sessions undertaken for all the categorized students:

Sr. No.	Title of Program	Date	Teaching Faculty involved	Outcome
1	English Sessions	19.10.16	Dr Niketa Patel	Improved English language and communication skills
2	English Sessions	26.10.16	Dr Niketa Patel	Improved English language and communication skills
3	English Sessions	09.11.16	Dr Niketa Patel	Improved English language and communication

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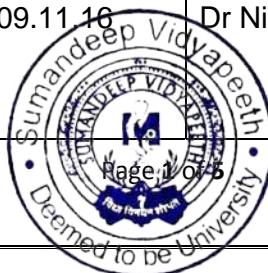
Vice-Chancellor

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Dist. Vadodara-391 760. (Gujarat)



				skills
4	Computer Application	17.10.16	Ms. Sitara Menon	Improved use of computer skills
5	Computer Application	24.10.16	Ms. Sitara Menon	Improved use of computer skills
6	Computer Application	07.11.16	Ms. Sitara Menon	Improved use of computer skills

Performance of Students in each Examination:

A. Categorization:

Name of Program	Year / Semester of study	Examination	Number of students		
			Slow Performers	Mediocre Learners	Advanced Learners
Bachelor of Physiotherapy	First year BPT	First Internal	68	25	19
		Second Internal	87*	20	04
		Final Examination	60*	41	10
Bachelor of Physiotherapy	Second year BPT	First Internal	60	38	5
		Second Internal	41	53	09
		Final Examination	62	41	00
Bachelor of Physiotherapy	Third year BPT	First Internal	48	42	12
		Second Internal	32	52	18
		Final Examination	43	56	03
Bachelor of Physiotherapy	Final year BPT	First Internal	49	18	02
		Second Internal	48	14	07
		Final Examination	14	48	07

* 01 student left the course

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COLLEGE OF PHYSIOTHERAPY

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B. Program wise Outcome Analysis:

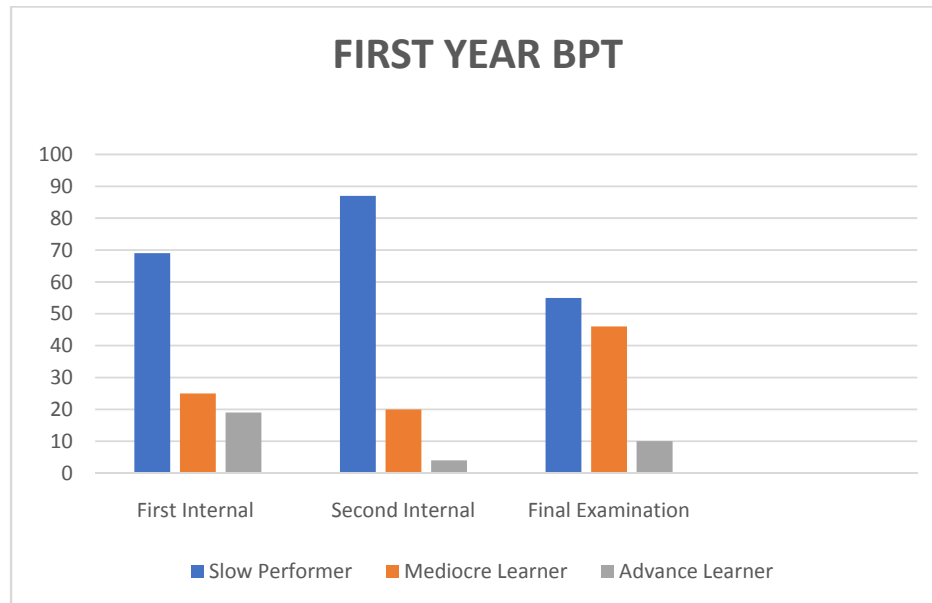


Fig 01: In the first year, the number of students in the slow performer category has decreased from the first internals to final examination. The number of mediocre learners has increased in the same period, but the number of students in the advanced learner category has gone down in the final examination.

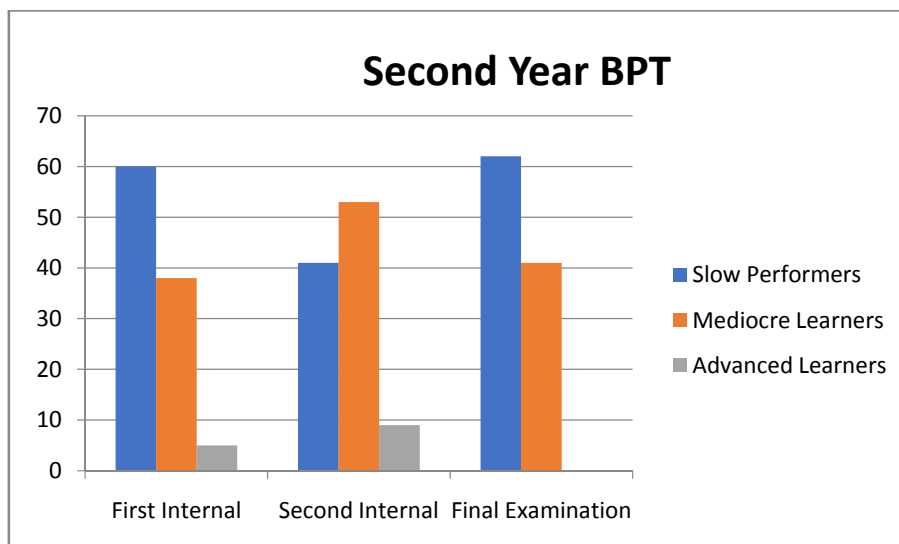


Fig 02: Comparing the 1st Internal Exams to the Final exams there is not much difference between the number of students falling in Slow Performers and Mediocre Learners while on comparison between the 1st Internals to the 2nd Internals exam the

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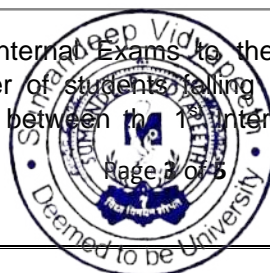
Vice-Chancellor

Sumandeep Vidyapeeth

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number of students have increased in the Mediocre Learner category. Advanced Learners show initially an increase than a fall while comparing the students number from 1st Internals to the Final exams.

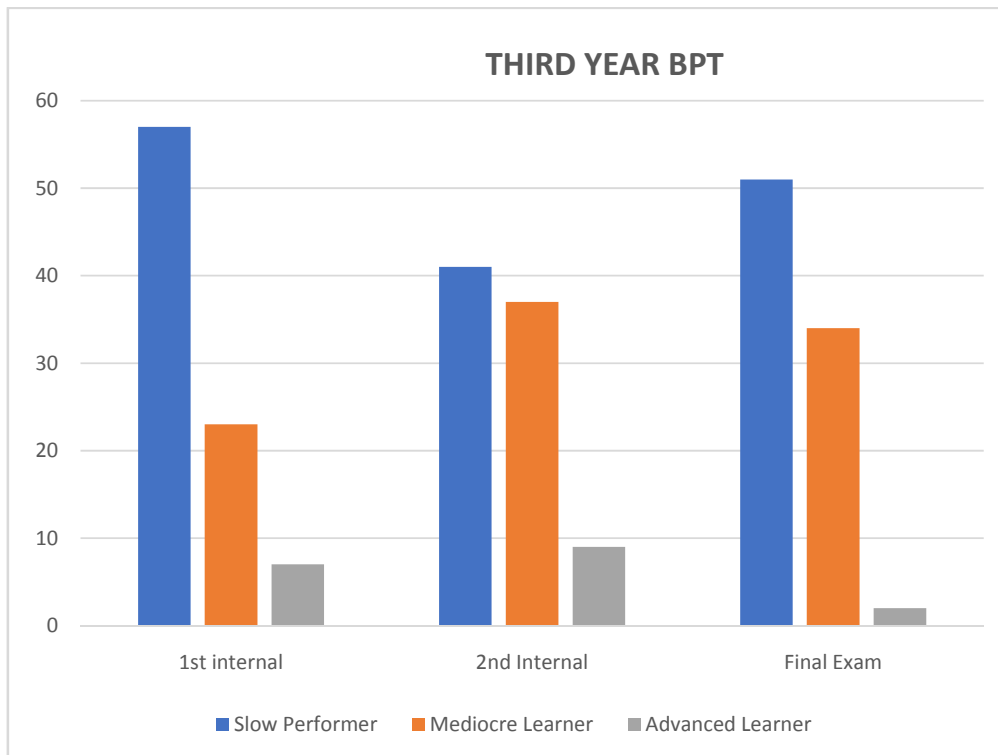


Fig 03: Above graph is showing that there was a decrease in the number of slow performers and advanced learners overall from first internals to final examination but increased number of mediocre learners.

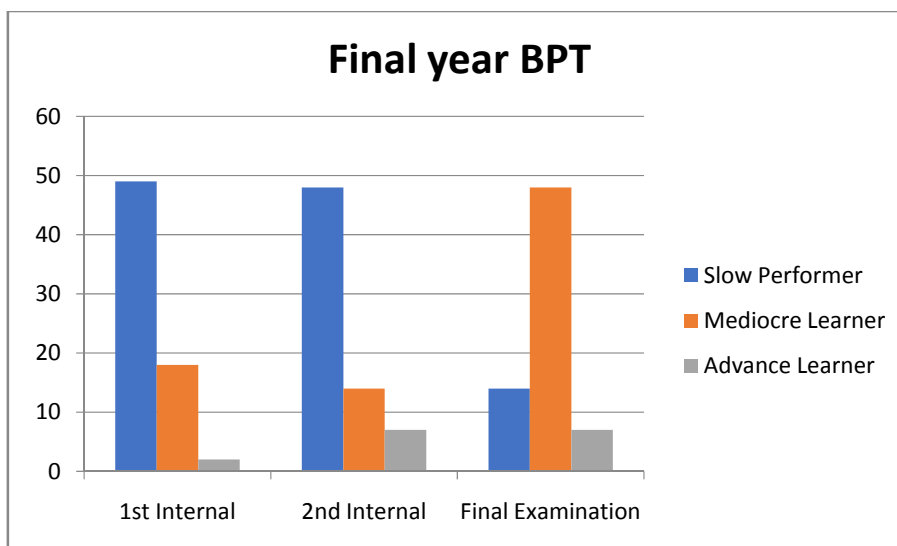


Fig 04: This Graph represent changes in status of student after conduction of SLSS program. The graph shows significant improvement in the level of students. The number of students decreases in Slow Performer category after 1st SLSS

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24/06/2024

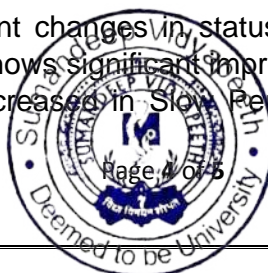
Vice-Chancellor

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COLLEGE OF PHYSIOTHERAPY

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programme and after Final exam , Mediocre Learner category decreased after 1st SLSS program and increased after final exam. Advance Learner category increased after 1st SLSS and the same number after final examination.

3. Conclusion:

The Student Learning Support System seems to be helpful for increasing the performance of the students from the first internals to final university examination.

4. Recommendations, if any:

1. Nil

5. Action taken on the recommendations of preceding year: Nil

Prof. Lata D. P. M.Sc. P.T. PhD
Principal
College of Physiotherapy,
Sumandeep Vidyapeeth
Email: principal.physiotherapy@sumandeepvidyapeethdu.edu.in

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Vice-Chancellor

Sumandeep Vidyapeeth

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**DEPARTMENT OF MANAGEMENT
SUMANDEEP VIDYAPEETH**

Declared as Deemed to be University U/S 3 of UGC Act 1956
Accredited with NAAC "A" Grade with CGPA of 3.53 on a Four Point Scale
At & Po. Piparia. Ta. Waghodia. Dist. Vadodara Pin: 391760
Ph. (02668) 245262 Ext.396

Website: www.sumandeepvidyapeethedu.du.in E-mail: director.management@sumandeepuniversity.co.in

Student Learning Support System
ANNUAL REPORT

Academic Year: 2016-17

1. Introduction: The Student Learning Support System was introduced in teaching schedule to improve the newly joined students at the point from where they can feel comfortable with the course. Furthermore, the system continues thought the course. The aim of this system was to introduce students regarding the course, its scope; foundation knowledge requires understanding the course. During the continuation of programme, the focus is to improve the overall academic performance of the student by identification of students as Slow Performer, Mediocre Learner and Advance Learner. This identification helps in categorisation of students which helps teaching faculty to focus on students in a manner that will improve different aspects of all students.

2. Details of Newly Admitted Students in Postgraduate Programmes

A. Categorization: MBA (Healthcare)

Name of Program	Year / Semester of study	Previous Examination	Categorization of Students		
			Slow Performers	Mediocre Learners	Advanced Learners
MBA (Healthcare)	I Semester	BDS/BPT/B.Sc/ B.com/BBA	06	08	05

B. Brief description and Support Sessions undertaken for all the categorized students:

MBA (Healthcare) I Semester

Sr. No.	Title of Program	Date	Teaching Faculty involved	Outcome
1	Basics of Management through Group Activity	12/09/2016	Dr. Pinkal Shah	For the course of MBA (Healthcare) the basics of Management will helpful for students during their 1 st semester studies
2	Hospital Administration through the skit by students	14/09/2016 & 15/09/2016	Dr. Medha Wadhwa	All the students are from different background, they need to aware regarding the hospital administration

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3. Performance of Student's in each Examination:

A. Categorization: MBA (Healthcare)

Name of Program	Year / Semester of study	Examination	Number of students		
			Slow Performers	Mediocre Learners	Advanced Learners
MBA (Healthcare)	1 st Semester	First Internal	05	06	05
		Second Internal	04	05	07
		Final Examination	03	00	13
	2 nd Semester	First Internal	05	06	04
		Second Internal	04	05	06
		Final Examination	02	00	13
	3 rd Semester	First Internal	07	07	05
		Second Internal	03	10	06
		Final Examination	01	00	18
	4 th Semester	First Internal	09	05	06
		Second Internal	06	06	08
		Final Examination	00	01	19

B. Program wise Outcome Analysis:

1. MBA (Healthcare) 1st Semester

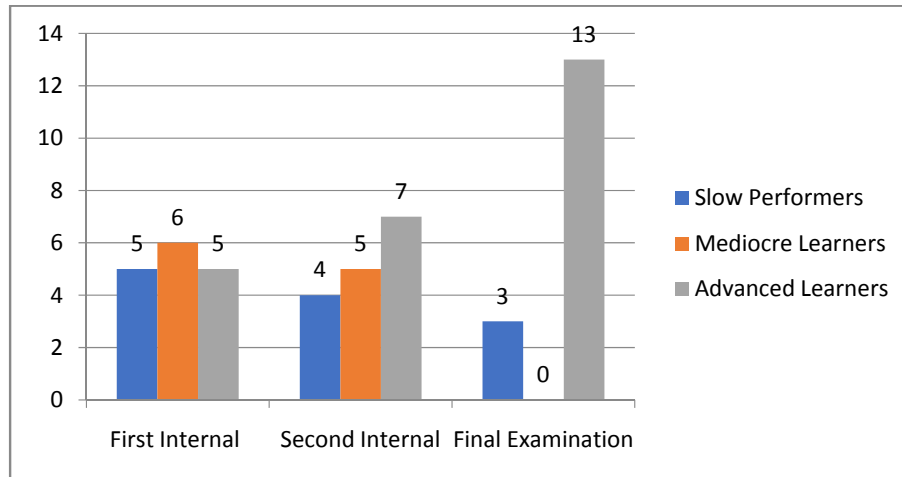


Fig 01. This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students decreased in Slow Performer category form 05 to 04 after 1st SLSS programme and decreased from 04 to 03 in Final exam , Mediocre Learner category decreased from 06 to 05 after 1st SLSS and decreased form 05 to 00 after final exam.Advance Learner category increased from 5 to 7 after 1st SLSS and from 7 to 13 after final examination

2. MBA (Healthcare) 2nd Semester

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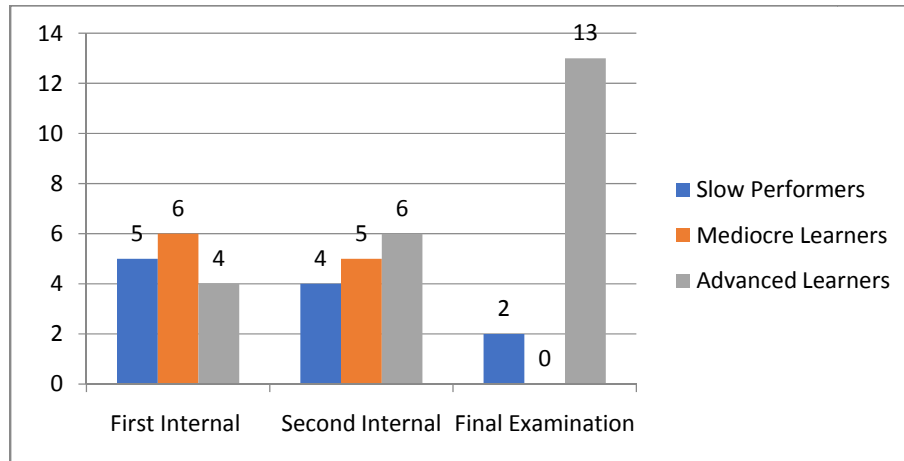


Fig 2 This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students decreased in Slow Performer category form 05 to 04 after 1st SLSS programme and decreased from 04 to 02 in Final exam, Mediocre Learner category decreased from 06 to 05 after 1st SLSS and decreased form 05 to 00 after final exam.Advance Learner category increased from 04 to 06 after 1st SLSS and from 06 to 13 after final examination.

3. MBA (Healthcare) 3rd Semester

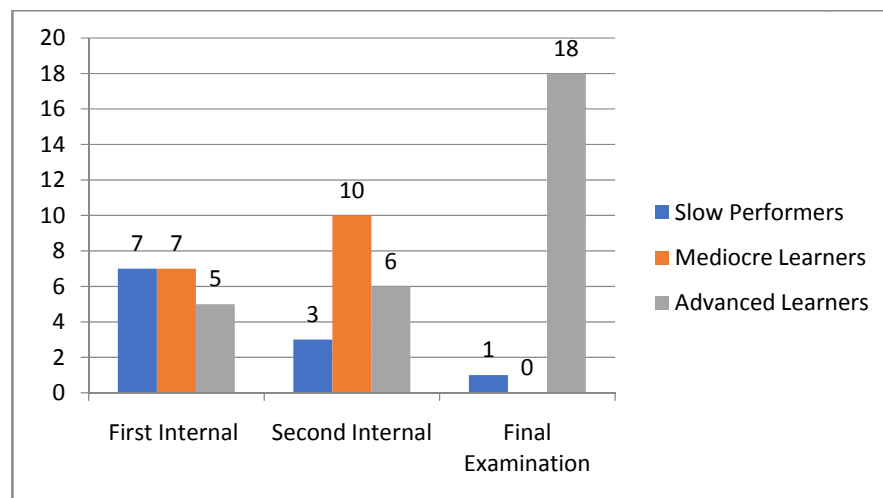


Fig 3 This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students decreased in Slow Performer category form 07 to 03 after 1st SLSS programme and decreased from 03 to 01 in Final exam, Mediocre Learner category increased from 07 to 10 after 1st SLSS

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VIII. Piparia, Taluka: Waghodia.

Dist. Vadodara-391 760. (Gujarat)



and decreased from 10 to 00 after final exam. Advance Learner category increased from 05 to 06 after 1st SLSS and from 06 to 18 after final examination.

4. MBA (Healthcare) 4th Semester

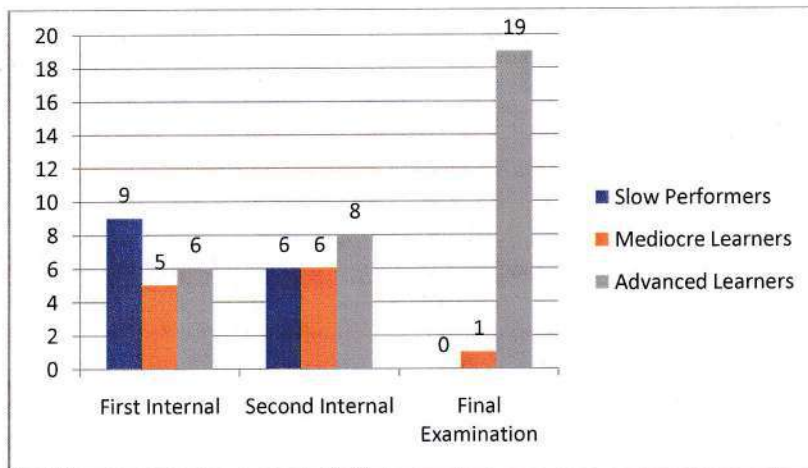


Fig 4 This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students decreased in Slow Performer category from 09 to 06 after 1st SLSS programme and decreased from 06 to 00 in Final exam, Mediocre Learner category increased from 05 to 06 after 1st SLSS and decreased from 06 to 01 after final exam. Advance Learner category increased from 06 to 08 after 1st SLSS and from 08 to 19 after final examination.

4. Conclusion:

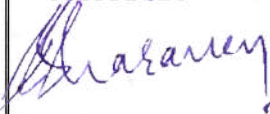
From the data analysis of all students it was concluded that there is SLSS programme helps in improving the status of the students and overall academic performance of the individual students. The analysis has showing significant improvement in the marks of the students.

5. Recommendations, if any: Nil

6. Action taken on the recommendations of preceding year: Nil


Signature of Head of the Institute

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24/06/2021

Vice-Chancellor

Sumandeep Vidyapeeth

An Institution Deemed to be University
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Dist. Vadodara-391 700. (Gujarat)





Student Learning Support System

ANNUAL REPORT

Academic Year: 2017-2018

1. **Introduction:** The **Student Learning Support System** was introduced in the teaching schedule primarily to improvise the newly admitted students at the point where they are new to the course feel comfortable with the course. Furthermore, the system continues throughout the course. The main aim was to introduce students regarding the course, its scope; foundation and knowledge, required to understand the course. During the continuation of program, the focus is to improve the overall academic performance of the students by identifying student as “Slow Performer”, “Mediocre learner” and “Advance learner”. This identification helps in the categorisation of students which helps the teaching faculties to focus on students in a manner that will improve different aspects of all the students.

2. Details of Newly Admitted Students in Diploma and Undergraduate Programmes

A. Categorization:

Name of Program	Year / Semester of study	Previous Examination	Categorization of Students		
			Slow Performers	Mediocre Learners	Advanced Learners
First year MBBS	2017-2018	HSC	-	14	136

B. Brief description and Support Sessions undertaken for all the categorized students:

Sr. No.	Title of Program	Date/Day	Teaching Faculty involved	Outcome
1	For First year MBBS: 1. Foundation course includes: campus orientation, patient safety, local language programs, communication skills, Computer	Every Monday, Wednesday & Saturday	1. Dr. Getanjali Purohit 2. Dr Kinjal Jethwa 3. Mrs Priyanka Sharma 4. Dr. Pooja Shah	New Students admitted were from diverse places from India, so this orientation program has not only made them familiar to our campus rather they also have learnt a lot about curriculum

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Vice-Chancellor

Sumandeeep Vidyapeeth

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Smt. B. K. Shah Medical Institute & Research Centre

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	<p>skills, self directed learning, time management, stress management etc</p> <p>2. Focus was on Theory topics "Must know" for slow performers, Good to Know for mediocre learners and desirable to Know for advance learners</p> <p>3. AL category students were motivated to take part in ICMR STS Research</p>		5. Dr.Lavleshkumar	including medical ethics, professionalism and basic medical skills.
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3. Performance of Student's in each Examination:

A. Categorization:

Name of Program	Year / Semester of study	Examination	Number of students		
			Slow Performers	Mediocre Learners	Advanced Learners
MBBS	First year	First Internal	107	42	1
		Second Internal	10	109	31
		Final Examination	26	118	06
	Second year	First Internal	95	35	2
		Second Internal	15	95	22
		Final Examination	13	97	22
	Third First	First Internal	103	7	0
		Second Internal	89	19	2
		Final Examination	79	29	2
	Final year	First Internal	81	3	0
		Second Internal	56	26	2
		Final Examination	38	46	0

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Aravind
24/06/2021

Vice-Chancellor

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B. Program wise Outcome Analysis:

(Provide brief description and Analysis, along with Graphical presentation)

1. FIRST MBBS

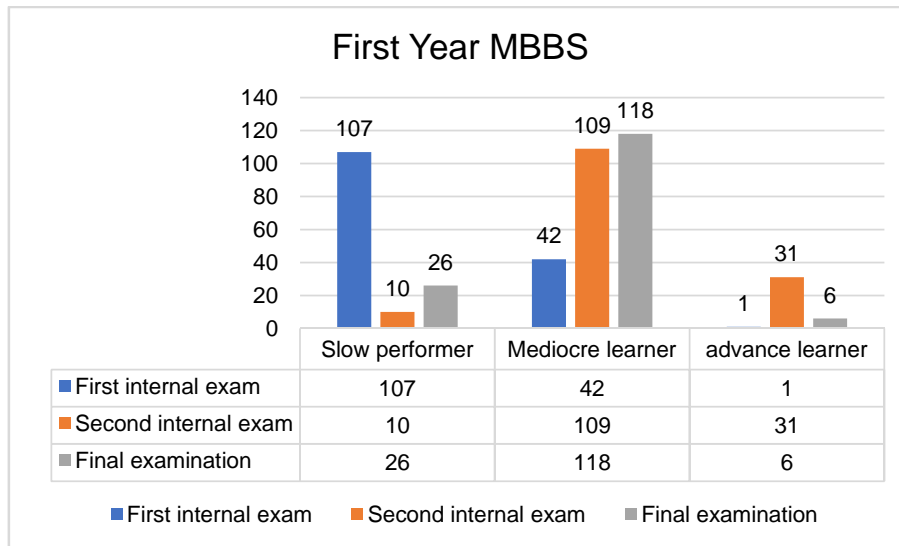
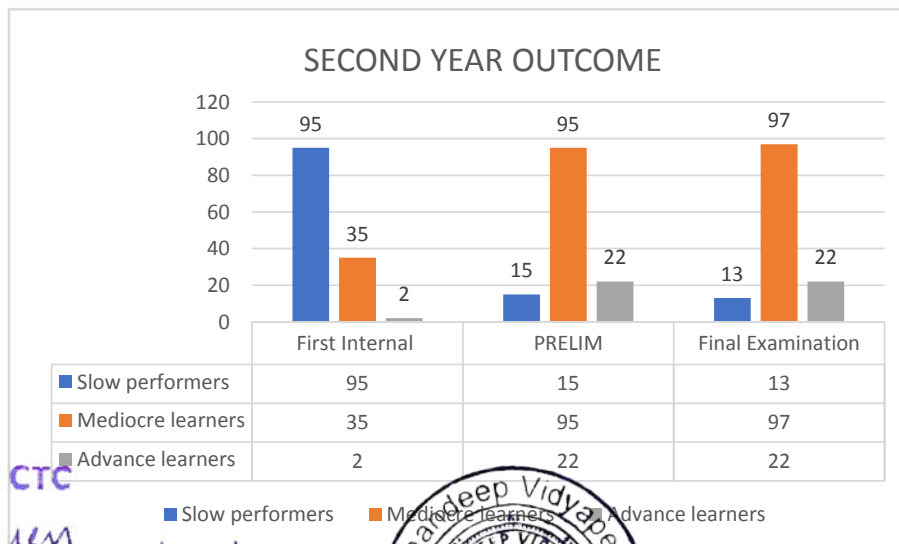


Figure 1 : After first internal examination the number of slow performers have been reduced from 107 to 26 and number of mediocre learners have raised from 42 to 118 and advance learners hiked from 1 to 31.



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FOR SECOND YEAR MBBS:

Vice-Chancellor

Sumandeeep Vidyapeeth

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Figure 2 :After first internal examination the number of slow performers have been reduced from 95 to 15 and number of mediocre learners have raised from 35 to 95 and advance learners hiked from 2.

2. Third first MBBS:

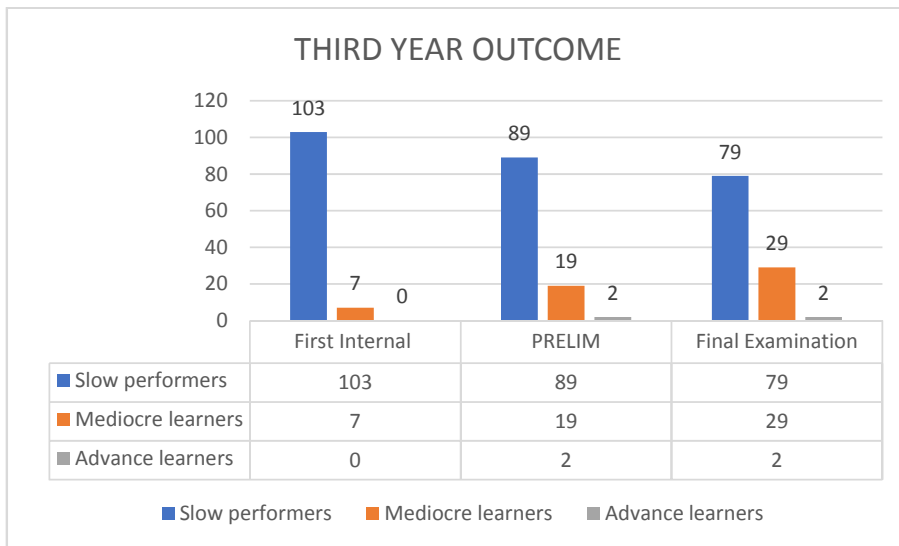
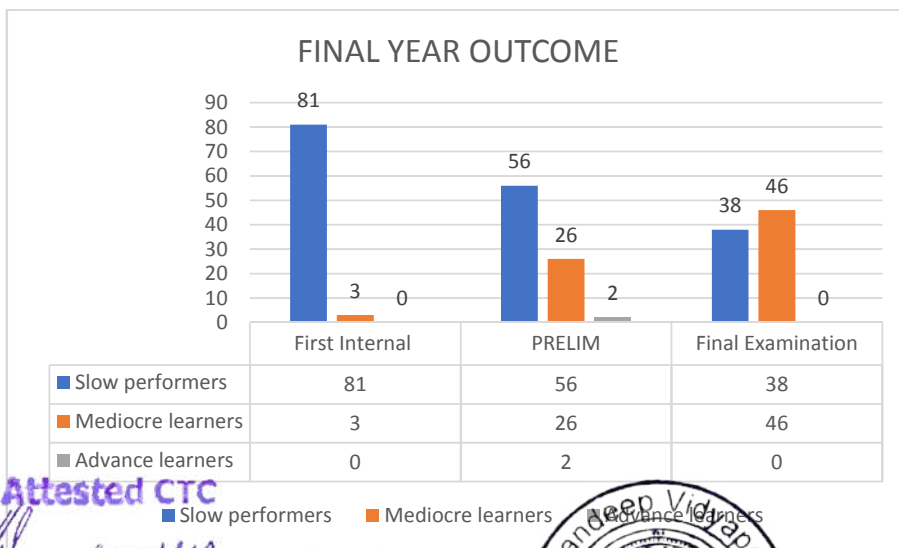


Figure 3 : After first internal examination the number of slow performers have been reduced from 103 to 89 and number of mediocre learners have raised from 7 to 19 and advance learners hiked from 0 to 2



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24/06/2021





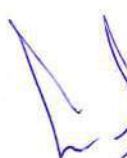

3. Final year MBBS:

Figure 4 : After first internal examination the number of slow performers have been reduced from 81 to 56 and number of mediocre learners have raised from 03 to 26 and advance learners hiked from 0 to 2.

4. **Conclusion:** Through “students learning support system” students were motivated and benefitted. Many of the students have shown incremental status. Apart from the subjective Knowledge, they learnt numerous things; they learn medical ethics, communication skills, professionalism, research and better relationship with patients. The program leads to the holistic development of a student

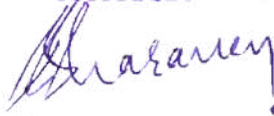
5. Recommendations, if any: nil

6. Action taken on the recommendations of preceding year: nil

Signature of Head of the Institute

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24/06/2021

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K.M.SHAH DENTAL COLLEGE & HOSPITAL
SUMANDEEP VIDYAPEETH
(Declared Under Section 3 of UGC Act, 1956)
Vill. Piparia, Waghodia Taluka, Dist. Vadodara-391760
(Gujarat)



STUDENT LEARNING SUPPORT SYSTEM **ANNUAL REPORT**

Academic Year: 2017-2018

1. Introduction: The Student Learning Support System was introduced in teaching schedule to improve the newly joined students at the point from where they can feel comfortable with the course. Furthermore, the system continues thought the course. The aim of this system was to introduce students regarding the course, its scope; foundation knowledge requires understanding the course. During the continuation of programme, the focus is to improve the overall academic performance of the student by identification of students as slow performer, Mediocre Learner and Advance Learner. This identification helps in categorisation of students which helps teaching faculty to focus on students in a manner that will improve different aspects of all students.

2. Details of Newly Admitted Students in Diploma and Undergraduate Programmes
A. Categorization:

Name of Program	Year / Semester of study	Previous Examination	Categorization of Students		
			Slow Performers	Mediocre Learners	Advanced Learners
BDS	I BDS	HSC	06	17	20

B. Brief description and Support Sessions undertaken for all the categorized students:

Sr. No.	Title of Program	Date	Teaching Faculty involved	Outcome
1	Time & stress Management	27/07/2017, 01/08/2017.	Dr Vandana Shah, Dr Rashmi Bhavasar.	Students learned about time & stress management.
2	Communication skills	03/08/2017, 08/08/2017	Dr Vandana Shah, Dr Rashmi Bhavasar.	Students learned about communication skills.

3. Performance of Student's in each Examination:
A. Categorization:

Name of Program	Year / Semester of study	Examination	Number of students		
			Slow Performers	Mediocre Learners	Advanced Learners

Vice-Chancellor

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24/06/2021



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 (Gujarat)



BDS	1 st Year	First Internal	33	07	03
		Second Internal	31	08	04
		Final Examination	05	19	19
	2 nd Year	First Internal	25	10	02
		Second Internal	20	12	05
		Final Examination	08	16	13
	3 rd Year	First Internal	98	02	00
		Second Internal	97	01	00
		Final Examination	28	71	01
	Final Year	First Internal	77	00	00
		Second Internal	70	07	00
		Final Examination	27	48	02

B. Program wise Outcome Analysis:

(Provide brief description and Analysis, along with Graphical presentation)

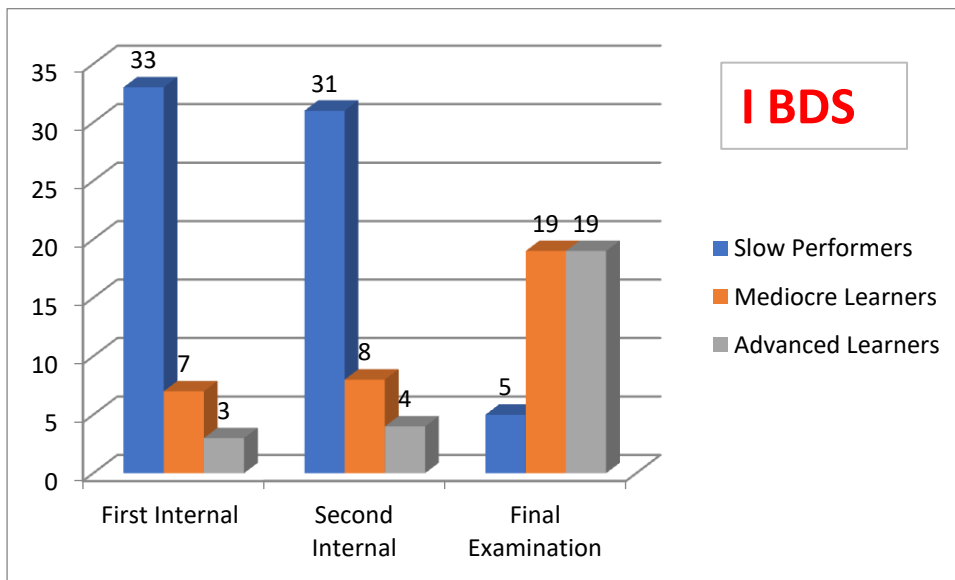


Fig 01: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students in Slow Performer categories as we can see that number of students in Slow Learners are decreasing and Numbers of Students in Mediocre learning had increased. When compared to final outcome of the program ie After University exams there is over all incze in Mediocre learner and Advanced Learner categories compared to First internal Exam of the students. Advanced learners were seen only after second internal examination.

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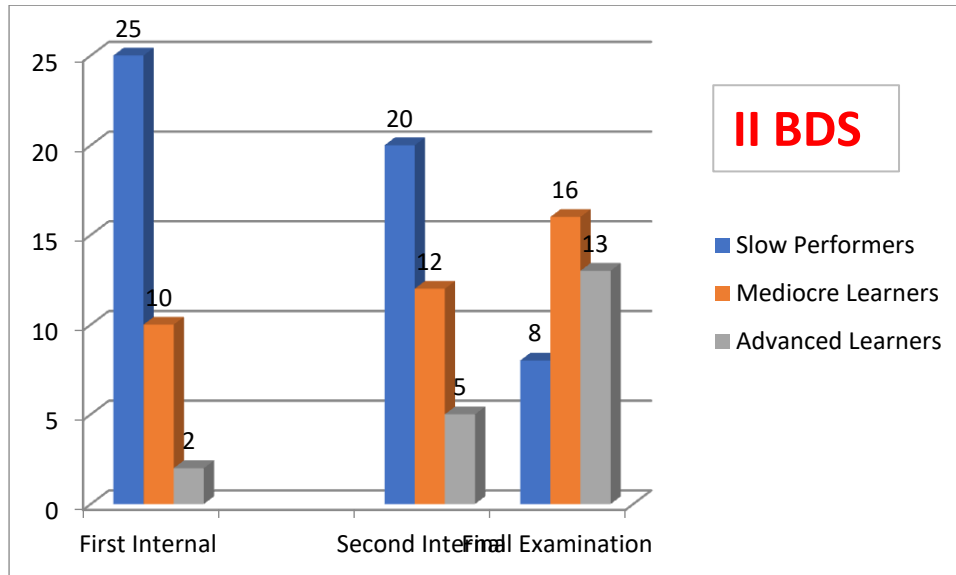


Fig 02: This Graph represent changes in status of student after conduction of SLSS program. The graph have shown significant improvement in the level of students in slow performers in final exam also Mediocre learners are increased. when first internal was compared to final outcome of the program ie After University exams there is over all increase in Mediocre Learner and Advanced Learner categories compared to First and second Internal Examination of the students.

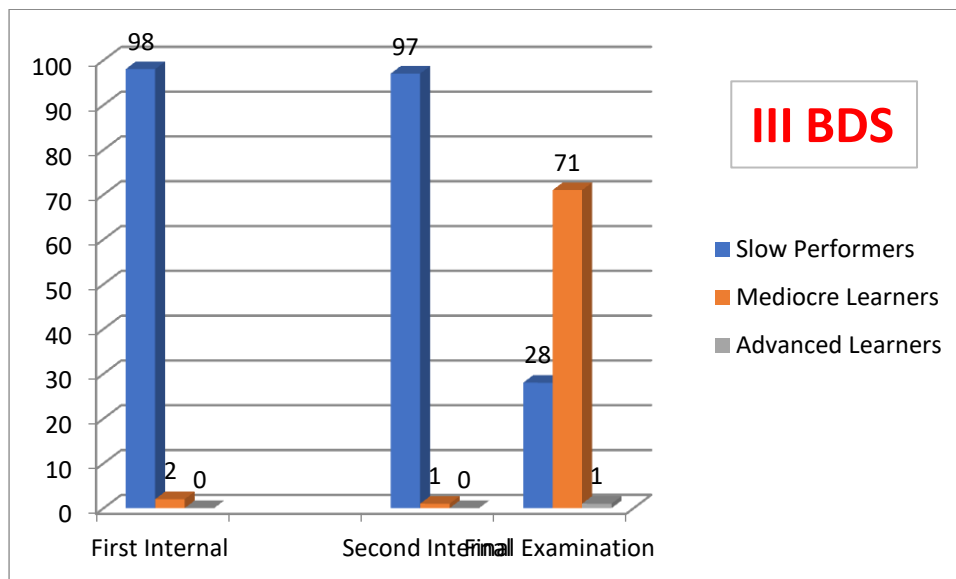
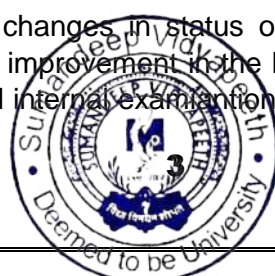


Fig 03: This Graph represent changes in status of student after conduction of SLSS program. The graph have show improvement in the level of students in final examination as compared to first and second internal examination.. There are less number of students

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in Slow Learners category and Numbers of Students in Mediocre learning had increased after second internal examination. When compared to final outcome of the program i.e. After University exams there is overall increase in Mediocre Learner and Advanced Learner categories compared to First and second internal Exam of the students.

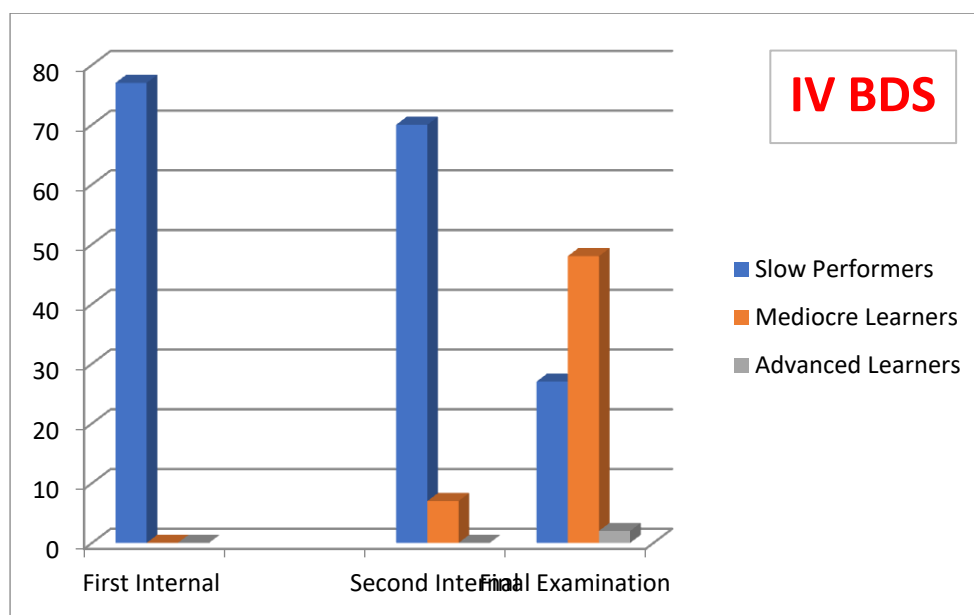


Fig 04: This Graph represents changes in status of students after conduction of SLSS program. The graph has shown that there were no mediocre and advanced learners in first internal but then there was significant improvement in the level of students in Slow Performer categories as we can see that number of students in Slow Learners are decreasing and Numbers of Students in Mediocre learning had increased. When compared to final outcome of the program i.e. After University exams there is overall increase in Mediocre Learner and advanced learner categories as compared to First internal Exam of the students.

4. Conclusion:

From the data analysis of all students it was concluded that there is SLSS programme helps in improving the status of the students and overall academic performance of the individual students. The analysis is showing significant improvement in the marks of the students.

5. Recommendations, if any:

1. For III BDS students after first and second internal examination there was not much increase in advanced learner categories.

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6. Action taken on the recommendations of preceding year:

Sr. No.	Recommendations	Action Taken	Outcome
1	For III BDS students after first and second internal examination there was not much increase in advanced learner categories.	Students were monitored for increasing their categories for advanced learners.	There is increase in the number of advanced learner for final BDS students.

Dean
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STUDENT LEARNING SUPPORT SYSTEM ANNUAL REPORT

Academic Year: 2017-18

1. Introduction: The Student Learning Support System was introduced in teaching schedule to improve the newly joined students at the point from where they can feel comfortable with the course. Furthermore, the system continues thought the course. The aim of this system was to introduce students regarding the course, its scope, foundation knowledge requires to understand the course. During the continuation of programme, the focus is to improve the overall academic performance of the student by identification of students as Slow performer, Mediocre Learner and Advance Learner. This identification helps in categorisation of students which helps teaching faculty to focus on students in a manner that will improve different aspects of all students.

2. Details of Newly Admitted Students in Undergraduate and Integrated Post Graduate Programmes.

A. Categorization:

Name of Program	Year / Semester of study	Previous Examination	Categorization of Students		
			Slow Performers	Mediocre Learners	Advanced Learners
Pharm.D	I year	HSC	01	11	18
B.Pharm	I Sem	HSC	23	10	04

B. Brief description and Support Sessions undertaken for all the categorized students:

Pharm.D I Year

Sr. No.	Title of Program	Date	Teaching Faculty involved	Outcome
1	Special Mathematics class	04/09/2017, 05/09/2017	Mr. Ashok Tejwani	Improvement in Mathematical skills required for pharmaceutical drug dosage calculations.
2	Special Teaching through video	06/09/2017, 07/09/2017	Dr. Dhanya B Sen.	Actual view of various Pharmaceutical science process as given in text books.
3	Interactive sessions	08/09/2017	Dr. Nirmal	Interactive session to clarify

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	on profession related topics with Classmates	09/09/2017	Shah	any query related to Pharmacy profession and bring confidence among students for their future.
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B. Pharm

Sr. No.	Title of Program	Date	Teaching Faculty involved	Outcome
1	Special Mathematics class	06/09/2017, 07/09/2017	Mr. Ashok Tejwani	Improvement in Mathematical skills required for pharmaceutical drug dosage calculations.
2	Special Teaching through video	08/09/2017, 09/09/2017	Dr. Dhanya B Sen.	Actual view of various Pharmaceutical science process as given in text books.
3	Interactive sessions on profession related topics with Classmates	11/09/2017, 12/09/2017	Dr. Nirmal Shah	Interactive session to clarify any query related to Pharmacy profession and bring confidence among students for their future.

3. Performance of Student's in each Examination:

A. Categorization:

Name of Program	Year / Semester of study	Examination	Number of students		
			Slow Performers	Mediocre Learners	Advanced Learners
B.Pharm	1 st Semester	First Internal	25	08	04
		Second Internal	17	09	11
		Final Examination	12	05	20
	2 nd Semester	First Internal	14	03	20
		Second Internal	21	07	09
		Final Examination	19	07	11
	3 rd Semester	First Internal	12	11	19
		Second Internal	06	08	28
		Final Examination	11	05	26
	4 th Semester	First Internal	10	11	21
		Second Internal	12	07	23
		Final Examination	16	05	21
	3 rd Year	First Internal	27	09	05

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		Second Internal	17	14	10	
		Final Examination	17	15	09	
		4 th Year	First Internal	16	07	11
Pharm. D	1 st Year	Second Internal	05	15	14	
		Final Examination	07	15	12	
		First Internal	07	08	15	
	2 nd Year	Second Internal	08	08	14	
		Final Examination	06	05	19	
		First Internal	11	11	08	
	3 rd Year	Second Internal	11	11	08	
		Final Examination	00	08	22	
		First Internal	08	11	05	
	4 th Year	Second Internal	09	10	05	
		Final Examination	04	06	14	
		First Internal	04	04	15	
	5 th Year	Second Internal	02	05	16	
		Final Examination	02	03	17	
		First Internal	00	10	11	
			Second Internal	00	10	11
			Final Examination	00	03	18

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B. Program wise Outcome Analysis:

(Provide brief description and Analysis, along with Graphical presentation)

1. 1st Semester B. Pharm

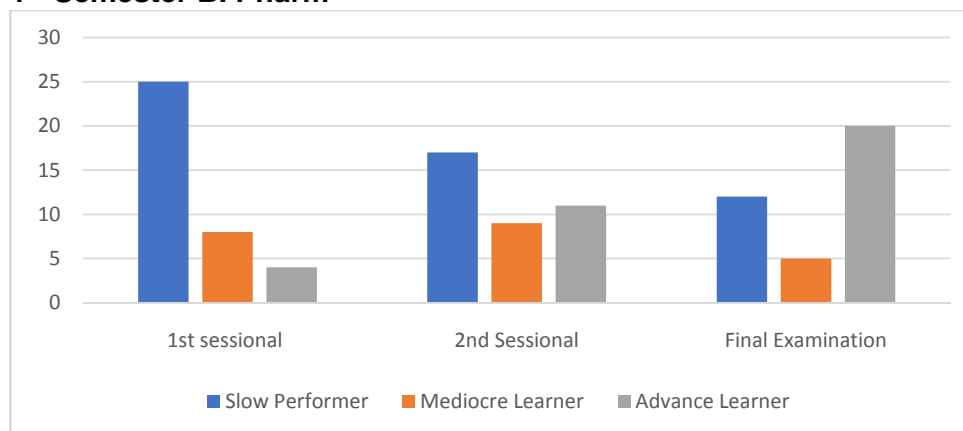


Fig 01: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students decreased in Slow Performer category from 25 to 17 after 1st SLSS programme and from 17 to 12 in Final exam , Mediocre Learner category increased from 08 to 09 after 1st SLSS and decreased from 09 to 05 after final exam. Advance Learner category increased from 04 to 11 after 1st SLSS and increased from 11 to 20 after final examination

2. 2nd Semester B. Pharm

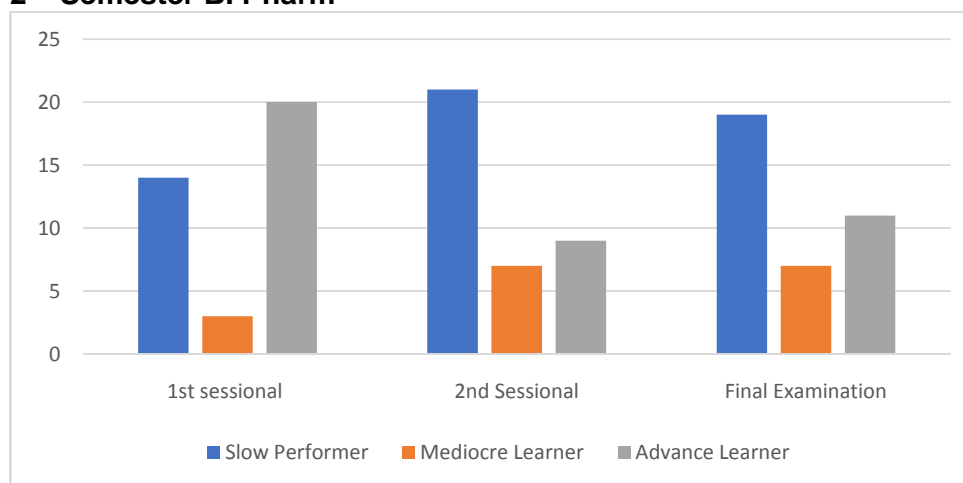


Fig 02: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students increased in Slow Performer category from 14 to 21 after 1st SLSS programme and decreased from 21 to 19 in Final exam , Mediocre Learner category increased from 03 to 07 after 1st SLSS and remained same from 07 to 07 after final exam. Advance Learner category decreased from 20 to 09 after 1st SLSS and increased from 09 to 11 after final examination.

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3. 3rd Semester B. Pharm

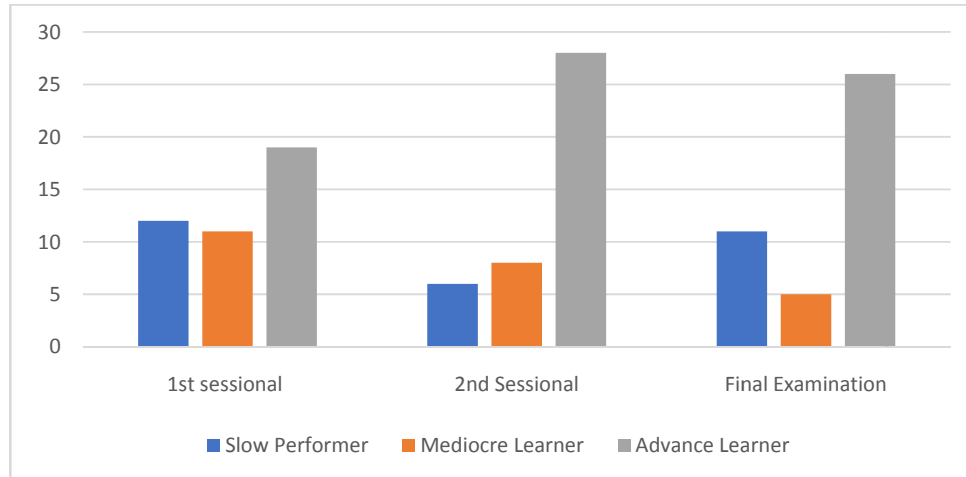


Fig 03: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students decreased in Slow Performer category from 12 to 06 after 1st SLSS programme and increased from 06 to 11 in Final exam , Mediocre Learner category decreased from 11 to 08 after 1st SLSS and from 08 to 05 after final exam. Advance Learner category increased from 19 to 28 after 1st SLSS and decreased from 28 to 26 after final examination

4. 4th Semester B. Pharm

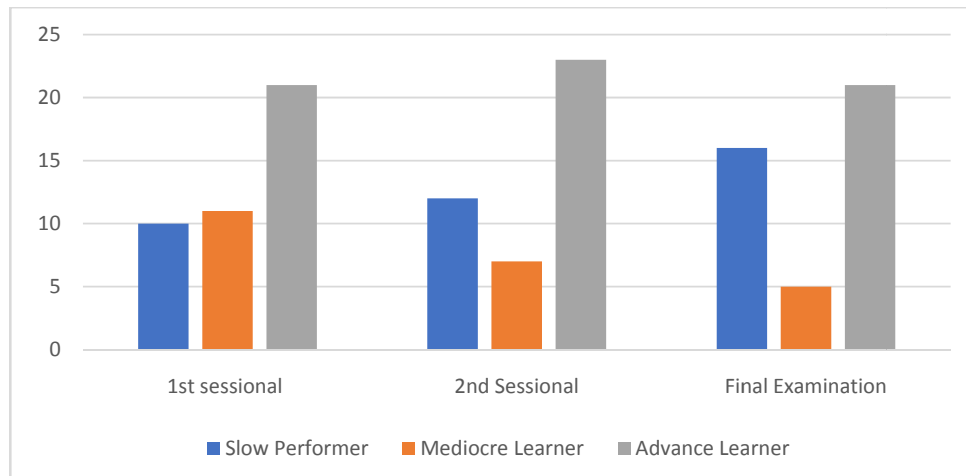


Fig 04: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students increased in Slow Performer category from 10 to 12 after 1st SLSS programme and from 12 to 16 in Final exam. Mediocre Learner category increased from 11 to 07 after 1st SLSS and decreased from 07 to 05 after final exam. Advance

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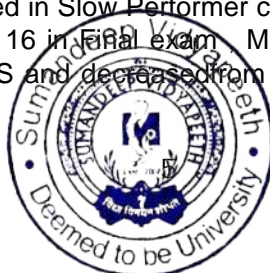
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Learner category increased from 21 to 23 after 1st SLSS and decreased from 23 to 21 after final examination

5. 3rd Year B. Pharm

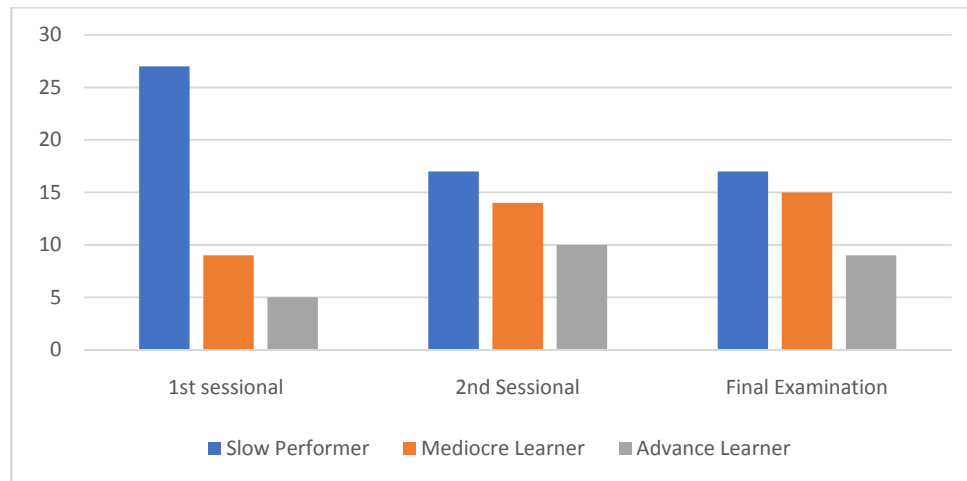


Fig 05: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students decreased in Slow Performer category from 27 to 17 after 1st SLSS programme and remained same from 17 to 17 in Final exam , Mediocre Learner category increased from 09 to 14 after 1st SLSS and increased from 14 to 15 after final exam. Advance Learner category increased from 05 to 10 after 1st SLSS and decreased from 10 to 09 after final examination

6. 4th Year B. Pharm

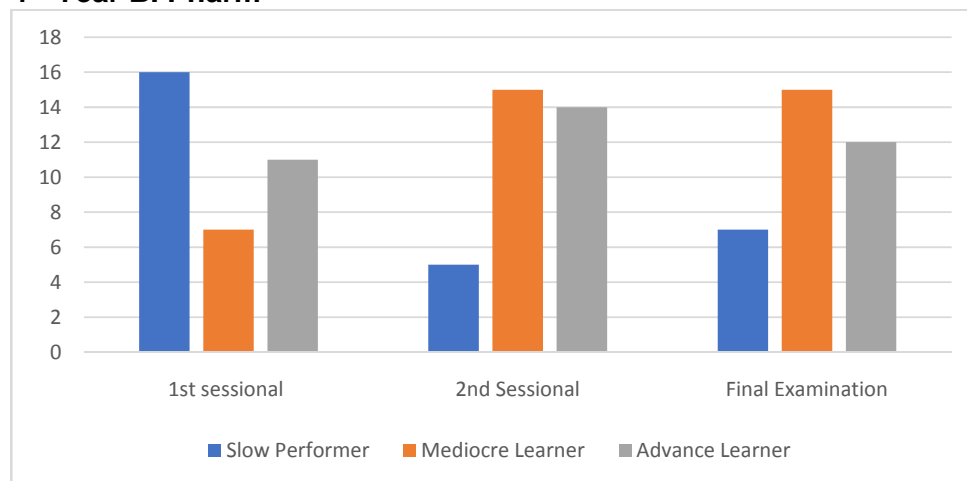


Fig 06: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students decreased in Slow Performer category from 16 to 05 after 1st SLSS programme and increased from 05 to 07 in Final exam , Mediocre Learner category increased from 07 to 15 after 1st SLSS and remained same from 15 to 15 after final exam. Advance Learner category decreased from 11 to 14 after 1st SLSS and decreased from 14 to 12 after final examination.

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7. 1st Year Pharm. D

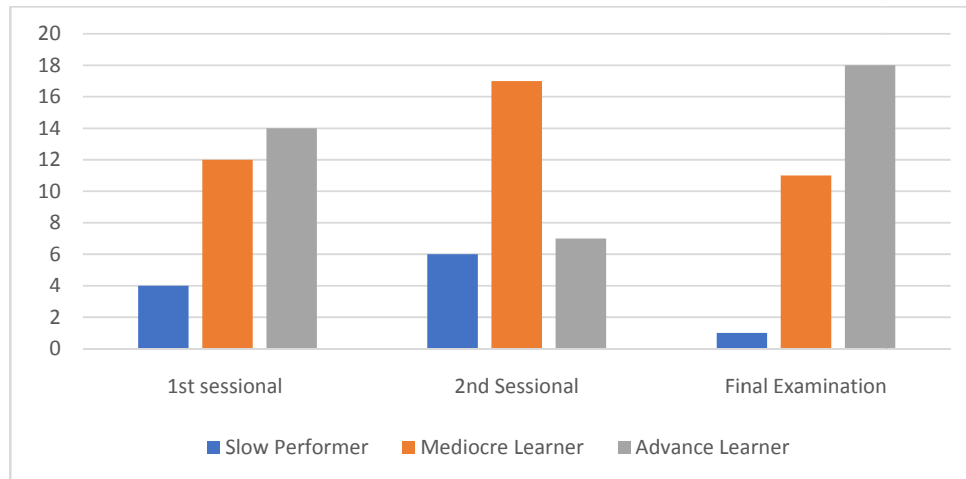


Fig 07: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students increased in Slow Performer category from 04 to 06 after 1st SLSS programme and decreased from 06 to 01 in Final exam , Mediocre Learner category increased from 12 to 17 after 1st SLSS and increased from 17 to 11 after final exam. Advance Learner category decreased from 14 to 07 after 1st SLSS and increased from 07 to 18 after final examination.

8. 2nd Year Pharm. D

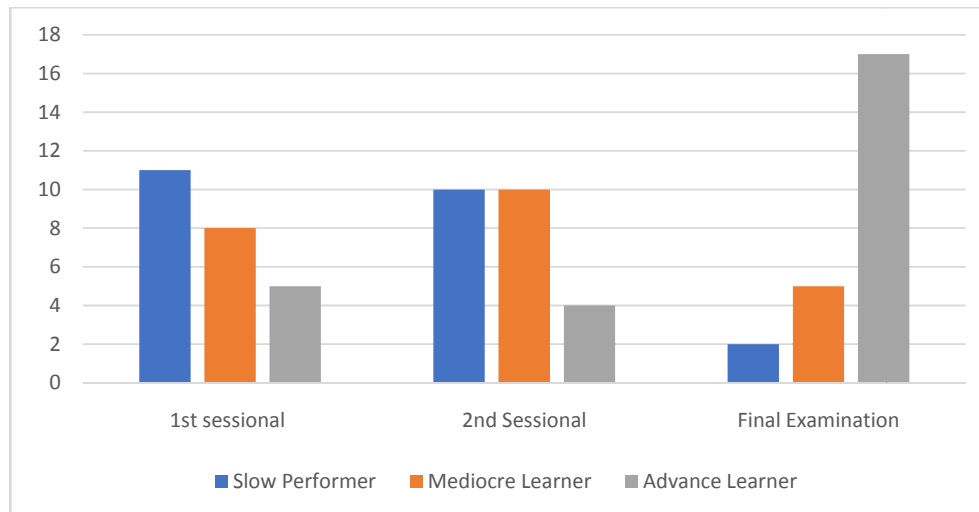


Fig 08: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students decreased in Slow Performer category from 23 to 09 after 1st SLSS programme, and increased from 09 to 16 in final exam , Mediocre Learner category

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increased from 17 to 24 after 1st SLSS and decreased from 24 to 16 after final exam. Advance Learner category increased from 7 to 14 after 1st SLSS and from 14 to 15 after final examination.

9. 3rd Year Pharm. D

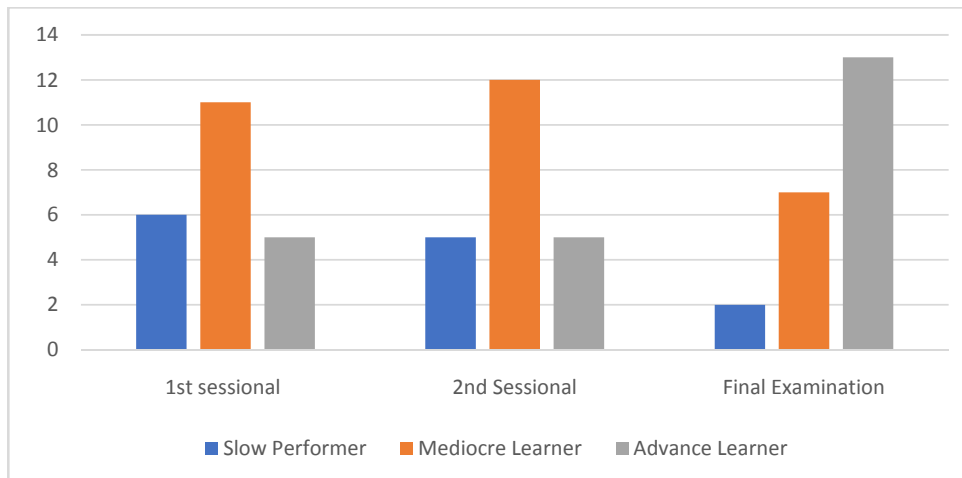


Fig 09: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students decreased in Slow Performer category from 06 to 04 after 1st SLSS programme and from 04 to 01 in Final exam , Mediocre Learner category increased from 20 to 22 after 1st SLSS and decreased from 22 to 13 after final exam. Advance Learner category remained same from 04 to 04 after 1st SLSS and increased from 04 to 16 after final examination.

10.4th Year Pharm. D

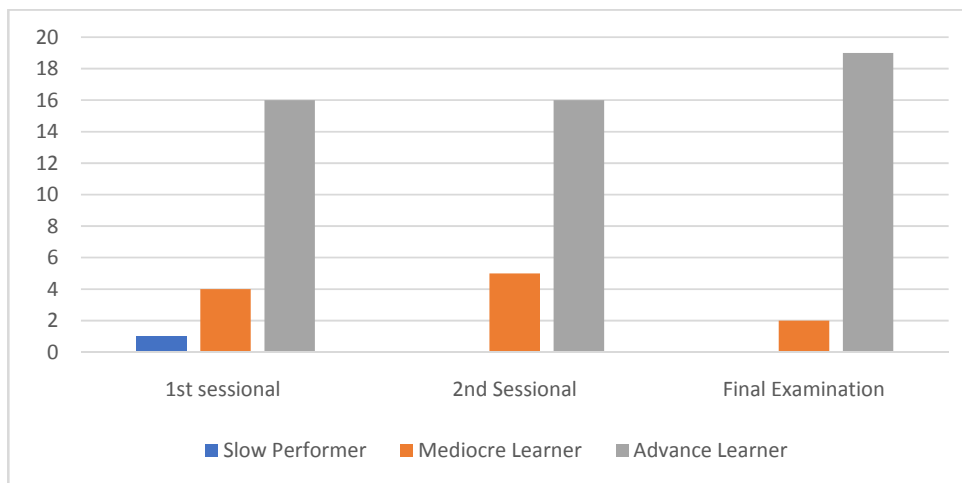


Fig 10: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students increased in Slow Performer category from 06 to 08 after 1st SLSS programme and decreased from 08 to 02 in Final exam , Mediocre Learner category decreased from 03 to 02 after 1st SLSS and increased from 02 to 07 after final exam. Advance Learner category decreased from 16 to 15 after 1st SLSS and increased from 15 to 16 after final examination.

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HOD

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11. 5th Year Pharm. D

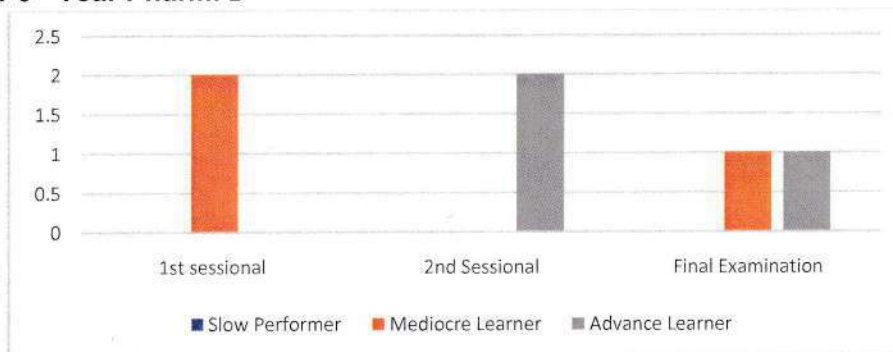


Fig 11: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students decreased in Slow Performer category from 03 to 02 after 1st SLSS programme and remained same from 02 in Final exam, Mediocre Learner category increased from 06 to 09 after 1st SLSS and decreased from 09 to 03 after final exam. Advance Learner category decreased from 13 to 11 after 1st SLSS and increased from 11 to 17 after final examination.

4. Conclusion:

From the analysis of SLSS programme data it was concluded that, there was a significant improvement in the status of the students. Most of the students have significantly improved in their academic performance at the end of final examination. While the 2nd Semester B. Pharm students still need to improve as the number of advanced learners decreased in final examination.

5. **Recommendations, if any:** Teachers are instructed to put more attention on 2nd Semester Students and resolve their queries related to topics

6. **Action taken on the recommendations of preceding year:** Nil

Signature of Head of the Institute

**HOD/DIRECTOR
DEPT. OF PHARMACY
SUMANDEEP VIDYAPEETH UNIVERSITY
Pipariya. Ta. Waghodia.
Dist. Vadodara-391 760.**

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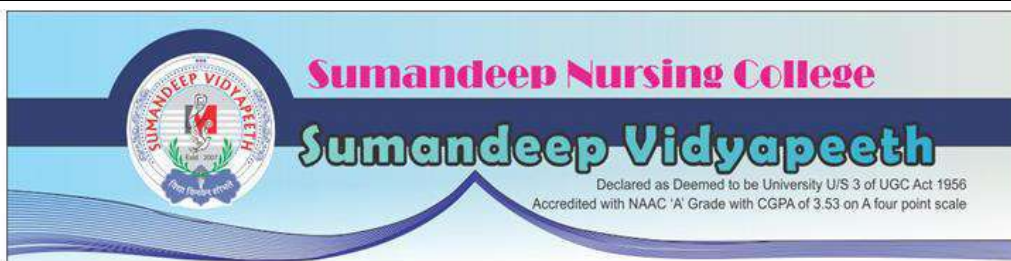
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Student Learning Support System

Annual Report

Academic Year: 2017-2018

1. Introduction: The Student Learning Support System was introduced in teaching schedule to improve the newly joined students at the point from where they can feel comfortable with the course. Furthermore, the system continues throughout the course. The aim of this system was to introduce students regarding the course, its scope; foundation knowledge required to understand the course. During the continuation of programme, the focus is to improve the overall academic performance of the student by identification of student as slow performer, mediocre learner and advance learner. This identification helps in categorisation of students which helps teaching faculty to focus on students in a manner that will improve different aspects of students.

2. Details of Newly Admitted Students in Diploma and Undergraduate Programmes

A. Categorization:

Name of Program	Year / Semester of study	Previous Examination	Categorization of Students		
			Slow Performers	Mediocre Learners	Advanced Learners
B.Sc Nursing	First Year	12 th Standard	73	21	05
P.B.B.Sc Nursing	First Year	GNM	4	7	4

B. Brief description and Support Sessions undertaken for all the categorized students:

First Year B.Sc Nursing

Sr. No.	Title of Program	Date	Teaching Faculty involved	Outcome
1	Communication skills	14/10/2017	Ms. Yaipha Konbi Chanu	Improves the communication skills.
2	Personality development	28/10/2017	Mr. Ismail P A	An attempt for modification of personality as to suite it for the chosen profession.
3	Interactive Sessions On Profession Related Topics With Fellow Classmates	11/11/2017	Mrs. Sujitha Suresh	Interactive session was helpful in clarifying queries related to profession and brings confidence among students for their future.
4	English Language Class	25/11/2017	Mrs. Sharon Christian	Helps in having a good language

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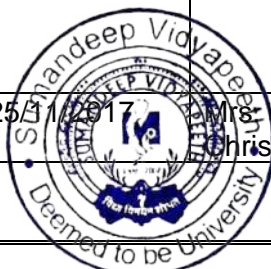
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				base
First Year P.B.B.Sc Nursing				
Sr. No.	Title of Program	Date	Teaching Faculty involved	Outcome
1	Interactive Sessions On Profession Related Topics With Fellow Classmates	14/10/2017	Mrs. Vruti Patel	Interactive session was helpful in clarifying queries related to profession and brings confidence among students for their future.
2	Personality Development	27/10/2017	Mr. Ismail P A	An attempt for modification of personality as to suite it for the chosen profession.
3	Communication Skills	11/11/2017	Ms. Dharvi Trivedi	Interactive session Improves the communication skills
4	English Language Class	24/11/2017	Mrs. Sharon Christian	Helps in having a good language base

**3. Performance of Student's in each Examination:
A. Categorization:**

Name of Program	Year / Semester of study	Examination	Number of students		
			Slow Performers	Mediocre Learners	Advanced Learners
B.Sc Nursing	First Year	First Internal	91	5	2
		Second Internal	94	4	0
		Final Examination	62	30	5
B.Sc Nursing	Second Year	First Internal	77	9	2
		Second Internal	80	5	3
		Final Examination	49	29	8
B.Sc Nursing	Third Year	First Internal	28	15	14
		Second Internal	43	12	2
		Final Examination	13	31	11
B.Sc Nursing	Final Year	First Internal	45	7	3
		Second Internal	47	8	0
		Final Examination	21	25	08
P.B.B.Sc Nursing	First Year	First Internal	8	5	2
		Second Internal	14	1	0
		Final Examination	5	6	4

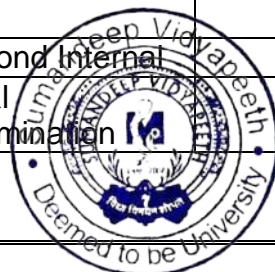
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[Signature]

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Vice-Chancellor

Sumandeeep Vidyapeeth



P.B.B.Sc Nursing	Second Year	First Internal	8	3	1
		Second Internal	9	3	0
		Final Examination	2	7	3

Note:

- In B.Sc Nursing First Year: 1 students discontinued before first internal examination & another 1 student discontinued before final examination..
- In B.Sc Nursing Second Year: 2 students discontinued before Final Examination.
- In B.Sc Nursing Third Year: 2 students discontinued before Final Examination
- In B.SC Nursing Final Year: 1 student has not appeared in the Final Examination.

B. Program wise Outcome Analysis:

1. First Year B.Sc Nursing

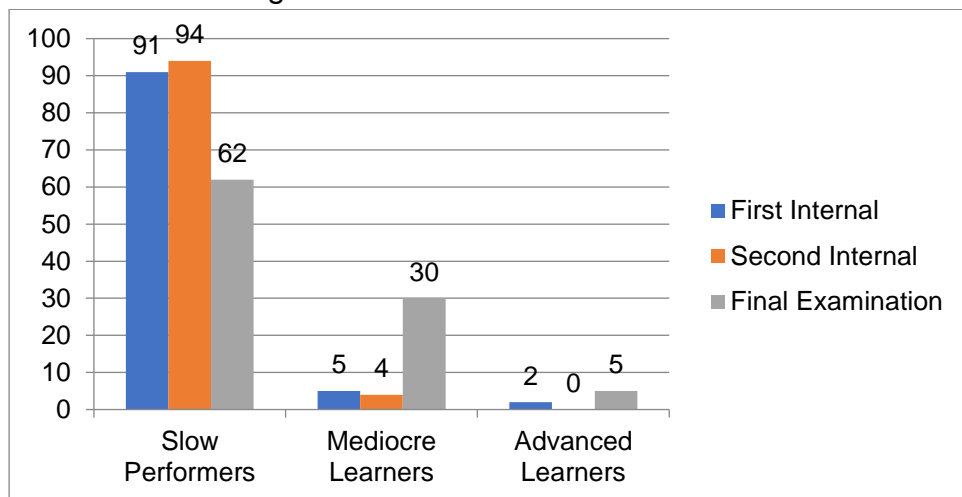
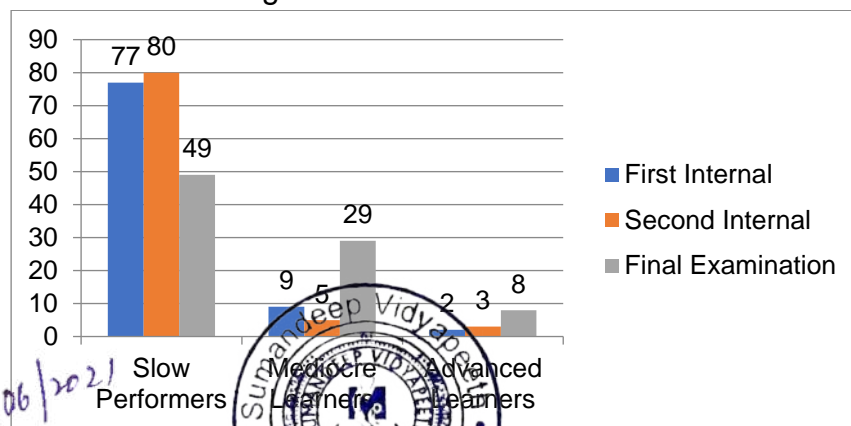


Figure 1. This graph shows significant changes in status of students after conduction of SLSS sessions. The number of students in slow performer category increased from 91 to 94 after first SLSS session and decreased to 62 in final university examination. Mediocre learner category decreased from 5 to 4 after first SLSS session and further increased to 30 after final university examination. Advanced learner category decreased from 2 to 0 after first SLSS session and further increased to 5 after final university examination.

2. Second Year B.Sc Nursing



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Figure 2. This graph shows significant changes in status of students after conduction of SLSS sessions. The number of students in slow performer category increased from 77 to 80 after first SLSS session and decreased to 49 in final university examination. Mediocre learner category decreased 9 to 5 after first SLSS session and further increased to 29 after final university examination. Advanced learner category increased from 2 to 3 after first SLSS session and further increased to 8 after final university examination.

3. Third Year B.Sc Nursing

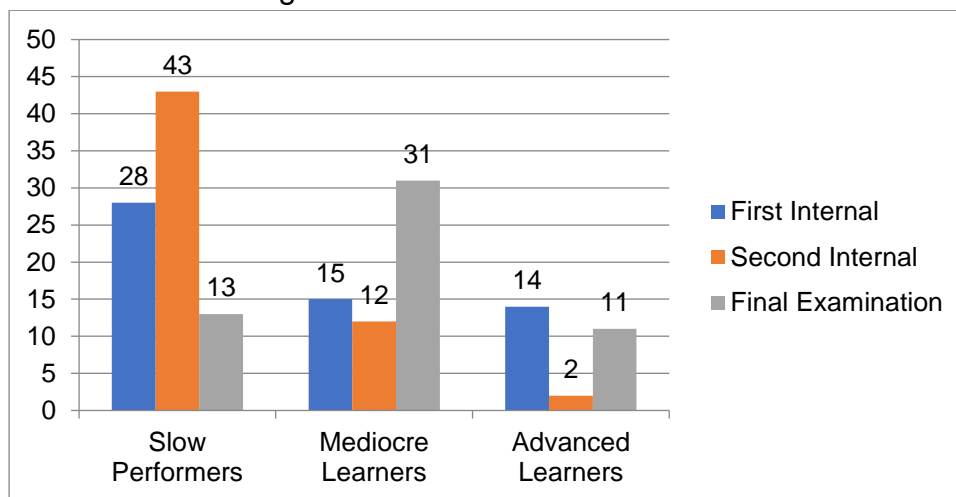


Figure 3. This graph shows significant changes in status of students after conduction of SLSS sessions. The number of students in slow performer category increased from 28 to 43 after first SLSS session and decreased to 13 in final university examination. Mediocre learner category decreased from 15 to 12 after first SLSS session and further increased to 31 after final university examination. Advanced learner category decreased from 14 to 2 after first SLSS session and further increased to 11 after final university examination.

4. Final Year B.Sc Nursing

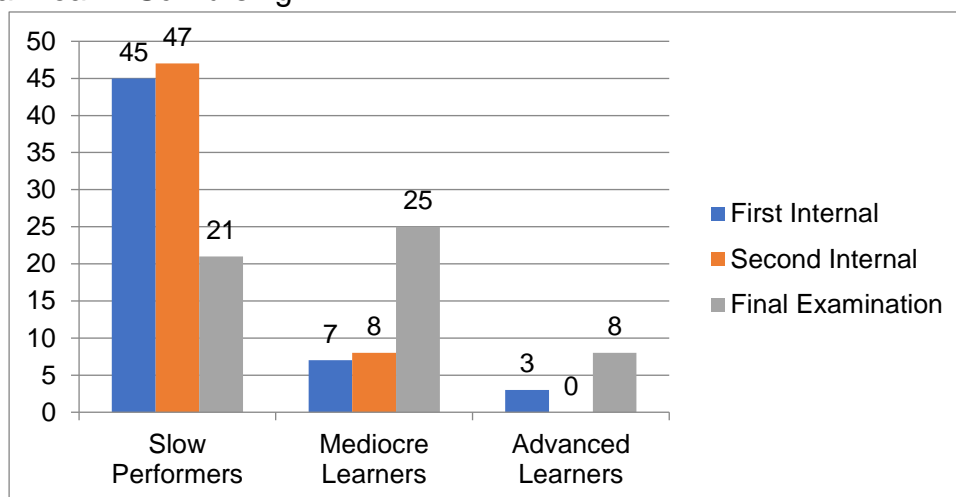


Figure 4. This graph shows significant changes in status of students after conduction of SLSS sessions. The number of students in slow performer category increased from 45 to 47 after first SLSS session and decreased to 21 in final university examination. Mediocre learner category increased from 7 to 8 after first SLSS session and further increased to 25 after final university examination. Advanced learner category decreased from 3 to 0 after first SLSS session and further increased to 8 after final university examination.

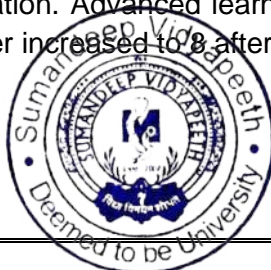
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5. First Year P.B.B.Sc Nursing

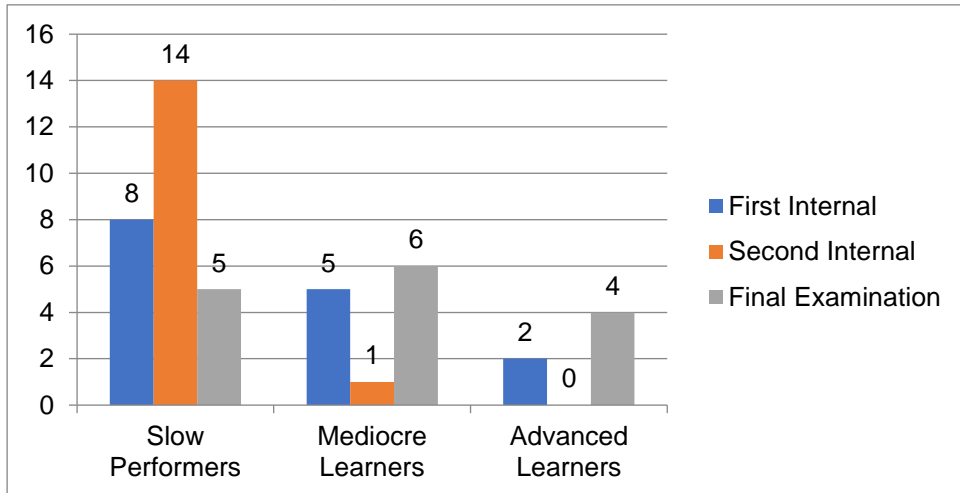


Figure 5. This graph shows significant changes in status of students after conduction of SLSS sessions. The number of students in slow performer category increased from 8 to 14 after first SLSS session and decreased to 5 in final university examination. Mediocre learner category decreased from 5 to 1 after first SLSS session and further increased to 6 after final university examination. Advanced learner category decreased from 2 to 0 after first SLSS session and further increased to 4 after final university examination.

6. Second Year P.B.B.Sc Nursing

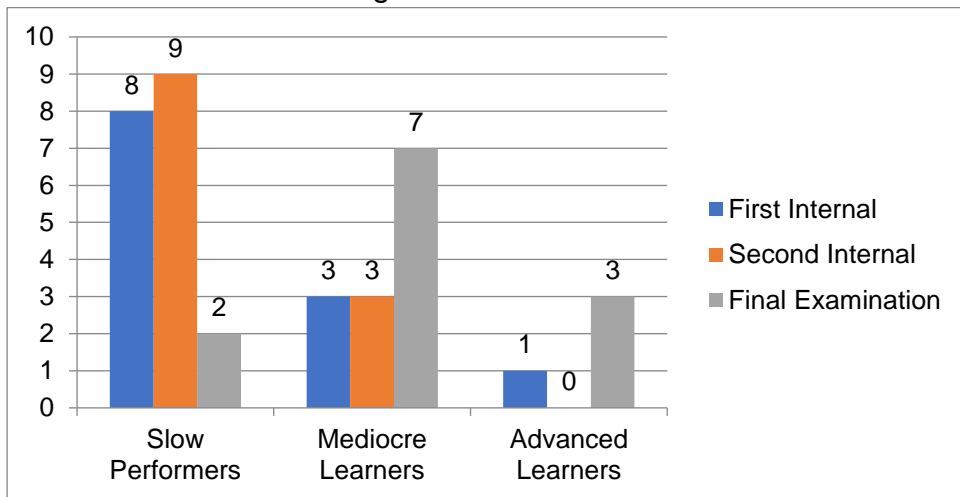


Figure 6. This graph shows significant changes in status of students after conduction of SLSS sessions. The number of students in slow performer category increased from 8 to 9 after first SLSS session and decreased to 2 in final university examination. Mediocre learner category remained at 3 after first SLSS session and further increased to 7 after final university examination. Advanced learner category decreased from 1 to 0 after first SLSS session and further increased to 3 after final university examination.

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4. Conclusion:

From the analysis of data above; it is concluded that the SLSS programme is effective in improving the status of the students in overall performance. The analysis shows significant improvement in the academic performance of the students.

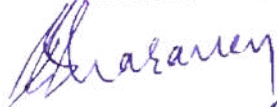
5. Recommendations, if any: Nil

6. Action taken on the recommendations of preceding year: Nil

For, 
Signature of Head of the Institute

PRINCIPAL
SUMANDEEP NURSING COLLEGE
PIPARIA, WAGHODIA, VADODARA

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24/06/2021

Vice-Chancellor

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Dist. Vadodara-391 760. (Gujarat)





COLLEGE OF PHYSIOTHERAPY

SUMANDEEP VIDYAPEETH

(Declared as deemed to be University Under Section 3 of UGC Act, 1956)

Piparia, Waghodia, Vadodara-391760(Gujarat)

Ph : 02668-245029 Email: ppt@sumandeepuniversity.co.in

Student Learning Support System

Annual Report

Academic Year: 2017-18

1. Introduction:

The Student Learning Support System was introduced with the following objectives:

- To identify slow performers, mediocre learners and advanced learners based on internal results as well as final university examination results.
- To understand the strengths and weaknesses of the students.
- To give additional help to slow performers and mediocre learners bolster their academic performance and provide opportunities to enrichment students for overall/holistic development.

2. Details of Newly Admitted Students in Undergraduate Programmes

A. Categorization:

Name of Program	Year / Semester of study	Previous Examination	Categorization of Students		
			Slow Performers	Mediocre Learners	Advanced Learners
Bachelor of Physiotherapy	First year BPT	HSC	21	24	14

B. Brief description and Support Sessions undertaken for all the categorized students:

Sr. No.	Title of Program	Date	Teaching Faculty involved	Outcome
1	English Sessions	11.10.17	Dr Nalina Gupta	Improved English language and communication skills
2	English Sessions	01.11.17	Dr Nalina Gupta	Improved English language and communication skills
3	Computer Application	09.10.17	Ms. Sitara Menon	Improved use of computer skills
4	Computer Application	30.10.17	Ms. Sitara Menon	Improved use of computer skills
5	Computer Application	06.11.17	Ms. Sitara Menon	Improved use of computer skills

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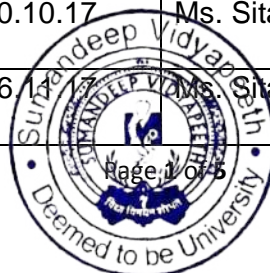
Vice-Chancellor

Sumandeep Vidyapeeth

An Institution Deemed to be University

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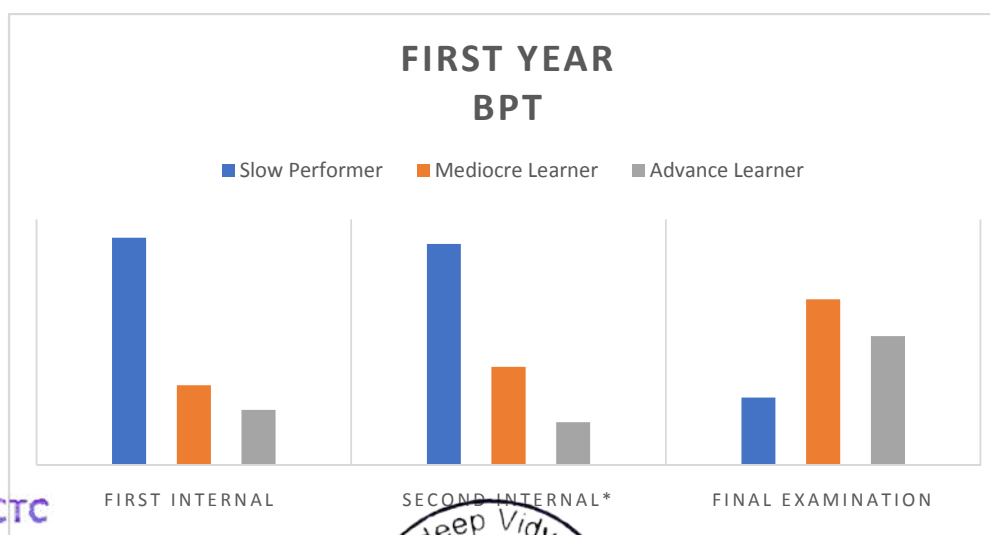
Performance of Students in each Examination:

A. Categorization:

Name of Program	Year / Semester of study	Examination	Number of students		
			Slow Performers	Mediocre Learners	Advanced Learners
Bachelor of Physiotherapy	First year BPT	First Internal	37	13	09
		Second Internal*	36	16	07
		Final Examination	21	27	11
Bachelor of Physiotherapy	Second year BPT	First Internal	85	19	01
		Second Internal	80	22	03
		Final Examination	48	49	08
Bachelor of Physiotherapy	Third year BPT	First Internal	41	52	03
		Second Internal	28	57	11
		Final Examination	07	56	33
Bachelor of Physiotherapy	Final year BPT	First Internal	92	04	01
		Second Internal	89	08	00
		Final Examination	32	57	08

*2nd Internal exam was not conducted for first year BPT because of late admission, so prelims marks have been considered.

B. Program wise Outcome Analysis:



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COLLEGE OF PHYSIOTHERAPY

SUMANDEEP VIDYAPEETH

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Piparia, Waghodia, Vadodara-391760(Gujarat)

Ph : 02668-245029 Email: ppt@sumandeepuniversity.co.in

Fig 01: Comparing the 1st Internal Exams to the 2nd Internals and Final exams the number of students in the Slow performers category has decreased while that in the Mediocre Learner and the Advanced Learner has increased which shows improvement in the results.

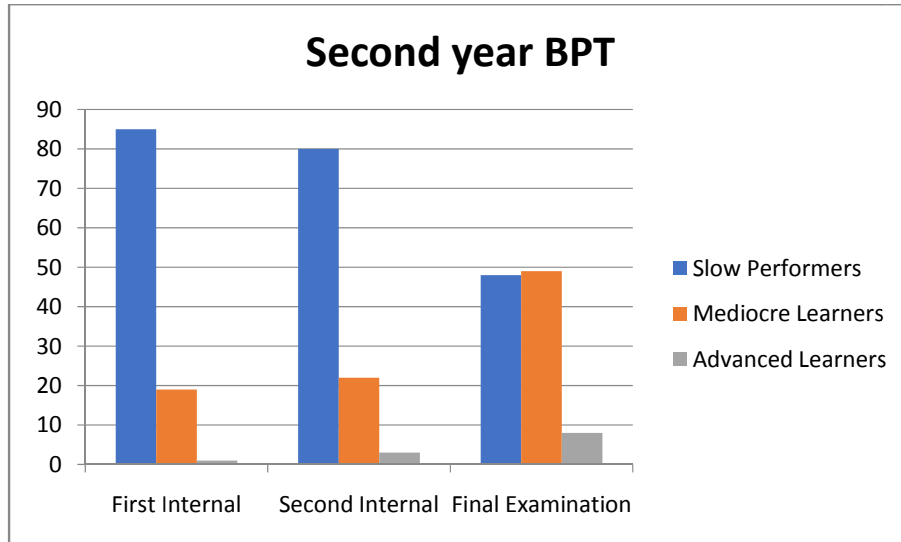


Fig 02: Comparing the 1st Internal Exams to the 2nd Internal exam and Final exams the number of students in the Slow performers keep decreasing while that in the Mediocre Learner and the Advanced Learner keeps increasing which shows improvement in the results.

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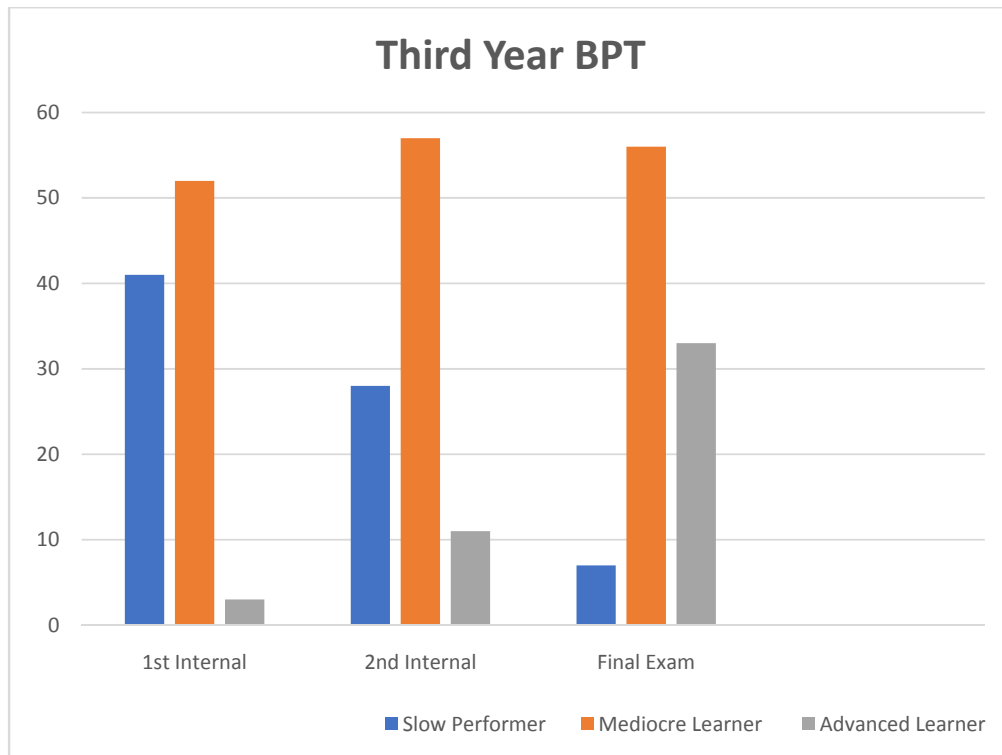


Fig 02: Above graph is showing that there was a decrease in the number of slow performers and increase in the number of advanced learners and mediocre learners from first internal to final examination showing an improvement.

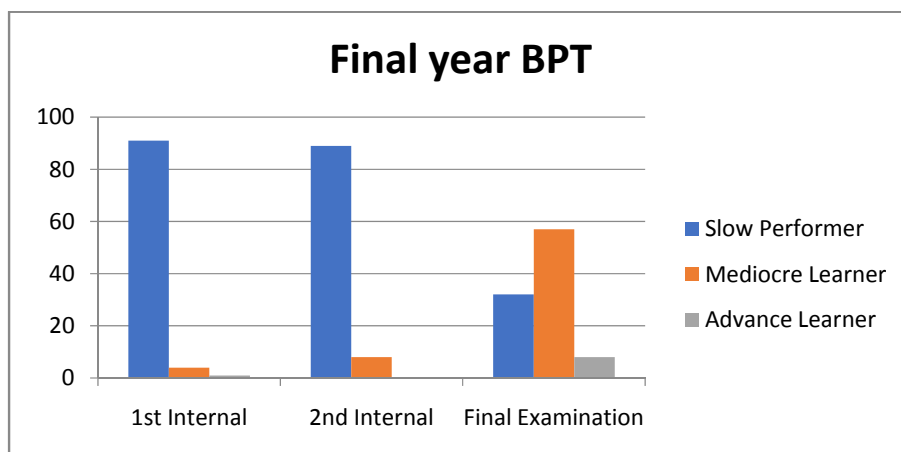


Fig 04: This Graph represents changes in status of student after conduction of SLSS program. The graph shows significant improvement in the level of students. The number of students decreased in Slow Performer category after 1st SLSS programme and after Final exam , Mediocre Learner category increased from after 1st SLSS program and after final exam. Advance Learner category decreased after 1st SLSS and increased after final examination.

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COLLEGE OF PHYSIOTHERAPY

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Ph : 02668-245029 Email: ppt@sumandeepuniversity.co.in

3. Conclusion:

The Student Learning Support System seems to be helpful for increasing the performance of the students from the first internals to final university examination.

4. Recommendations, if any:

1. Nil

5. Action taken on the recommendations of preceding year: Nil

Prof. Lata D. P. M.Sc. P.T. PhD

Principal

College of Physiotherapy,
Sumandeep Vidyapeeth

lata.d.p.phd@sumandeepvidyapeethdu.edu.in

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Vice-Chancellor

Sumandeep Vidyapeeth

An Institution Deemed to be University

Vill. Piparia, Taluka: Waghodia.

Dist. Vadodara-391 760. (Gujarat)

24/06/2021





**DEPARTMENT OF MANAGEMENT
SUMANDEEP VIDYAPEETH**

Declared as Deemed to be University U/S 3 of UGC Act 1956
Accredited with NAAC "A" Grade with CGPA of 3.53 on a Four Point Scale
At & Po. Piparia. Ta. Waghodia. Dist. Vadodara Pin: 391760
Ph. (02668) 245262 Ext.396

Website: www.sumandeepvidyapeethedu.du.in E-mail: director.management@sumandeepuniversity.co.in

Student Learning Support System
ANNUAL REPORT

Academic Year: 2017-18

1. Introduction: The Student Learning Support System was introduced in teaching schedule to improve the newly joined students at the point from where they can feel comfortable with the course. Furthermore, the system continues thought the course. The aim of this system was to introduce students regarding the course, its scope, foundation knowledge requires to understand the course. During the continuation of programme, the focus is to improve the overall academic performance of the student by identification of students as Slow Performer, Mediocre Learner and Advance Learner. This identification helps in categorisation of students which helps teaching faculty to focus on students in a manner that will improve different aspects of all students.

2. Details of Newly Admitted Students in Postgraduate Programmes

A. Categorization: MBA (Healthcare)

Name of Program	Year / Semester of study	Previous Examination	Categorization of Students		
			Slow Performers	Mediocre Learners	Advanced Learners
MBA (Healthcare)	I Semester	BDS/BPT/B.Sc	02	05	04

B. Brief description and Support Sessions undertaken for all the categorized students:

MBA (Healthcare) I Semester

Sr. No.	Title of Program	Date	Teaching Faculty involved	Outcome
1	Logical Reasoning	04/09/2017 & 07/09/2017	Dr. Pinkal Shah	Development in lateral thinking and assessing a problem with a logical perspective
2	Personality Development	05/09/2017 & 06/09/2017	Dr. Subhashish Chatterjee	Development techniques for outstanding personality in field of management

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3. Performance of Student's in each Examination:

A. Categorization: MBA (Healthcare)

Name of Program	Year / Semester of study	Examination	Number of students		
			Slow Performers	Mediocre Learners	Advanced Learners
MBA (Healthcare)	1 st Semester	First Internal	03	04	04
		Second Internal	05	03	03
		Final Examination	02	01	08
	2 nd Semester	First Internal	03	01	07
		Second Internal	05	00	06
		Final Examination	02	00	09
	3 rd Semester	First Internal	03	07	04
		Second Internal	01	09	04
		Final Examination	00	00	14
	4 th Semester	First Internal	06	05	03
		Second Internal	04	08	02
		Final Examination	00	00	14

B. Program wise Outcome Analysis:

1. MBA (Healthcare) 1st Semester

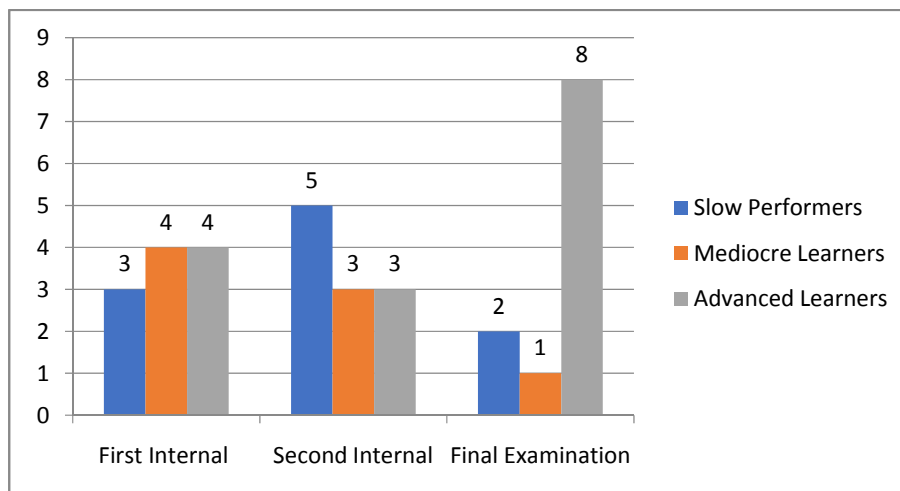


Fig 01: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. After the 1st SLSS programme number of students increased in Slow Performer category form 03 to 05 and decreased in final exam from 05 to 02. Mediocre Learner category decreased from 04 to 03 and 03 to 01 after 1st and 2nd SLSS programme respectively. Same as in

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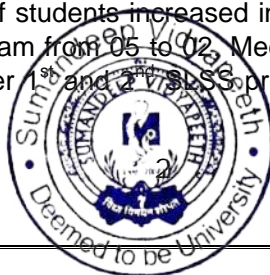
Vice-Chancellor

Sumandeeep Vidyapeeth

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Advance Learner category decreased from 04 to 03 after 1st SLSS and increased from 03 to 08 after final examination.

2. MBA (Healthcare) 2nd Semester

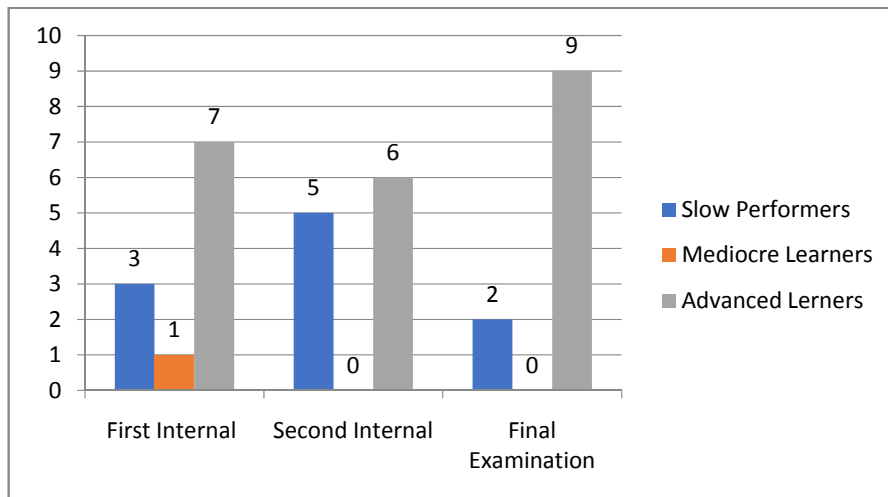
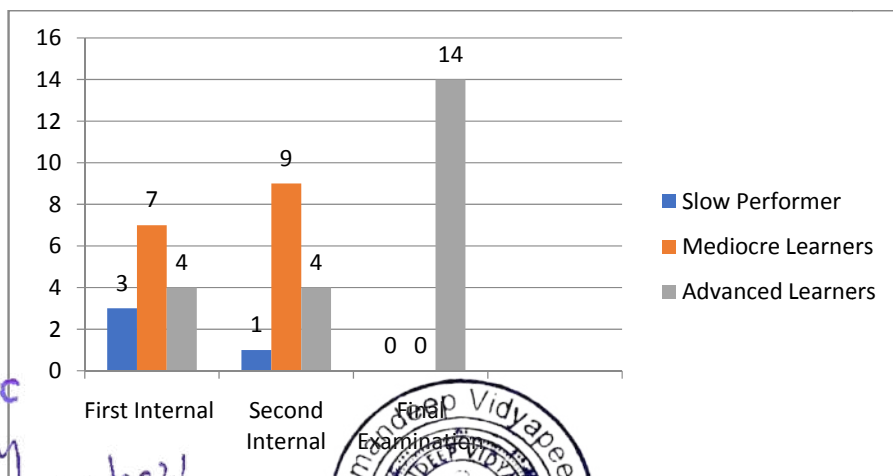


Fig 02: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. After the 1st SLSS programme number of students increased in Slow Performer category form 03 to 05 and decreased in final exam from 05 to 02, Mediocre Learner category decreased from 01 to 00 and 00 to 00 after 1st and 2nd SLSS programme respectively. Same as in Advance Learner category decreased from 07 to 06 after 1st SLSS and increased from 06 to 09 after final examination.

3. MBA (Healthcare) 3rd Semester



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Vice-Chancellor

Sumandeep Vidyapeeth

24/06/2021



Fig 03: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. After the 1st SLSS programme number of students decreased in Slow Performer category form 03 to 01 and decreased in final exam from 01 to 00, Mediocre Learner category increased from 07 to 09 and 09 to 00 after 1st and 2nd SLSS programme respectively. Same as in Advance Learner category 04 students are for 1st & 2nd internal but in final examination it increased from 04 to 14.

4. MBA (Healthcare) 4th Semester

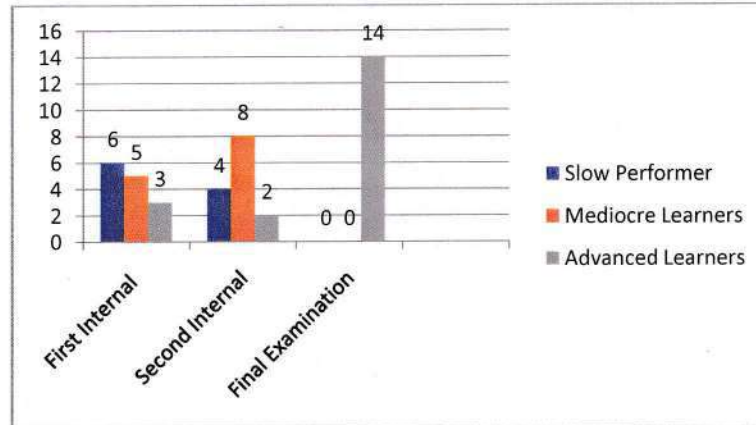


Fig 04: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. After the 1st SLSS programme number of students decreased in Slow Performer category form 06 to 04 and decreased in final exam from 04 to 00, but in Mediocre Learner category increased from 05 to 08 and then decreased from 08 to 00 after 1st and 2nd SLSS programme respectively. Same as in Advance Learner category decreased from 03 to 02 and then dincreased from 02 to 14 after 1st and 2nd SLSS programme respectively.

4. Conclusion:

From the above data of all students it has been observed that there is SLSS programme helps in improving the status of the students and overall academic performance of the individual students. The data has showing significant improvement in the marks of the students.

5. Recommendations, if any: Nil

6. Action taken on the recommendations of preceding year: Nil

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 Vice-Chancellor
 Sumandeep Vidyapeeth
 24/06/2021



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 Signature of Head of the Institute



Student Learning Support System
ANNUAL REPORT

Academic Year: 2018-2019

1. Introduction: The **Student Learning Support System** was introduced in the teaching schedule primarily to improvise the newly admitted students at the point where they are new to the course feel comfortable with the course. Furthermore, the system continues throughout the course. The main aim was to introduce students regarding the course, its scope; foundation and knowledge, required to understand the course. During the continuation of program, the focus is to improve the overall academic performance of the students by identifying student as “Slow Performer”, “Mediocre learner” and “Advance learner”. This identification helps in the categorisation of students which helps the teaching faculties to focus on students in a manner that will improve different aspects of all the students.

2. Details of Newly Admitted Students in Undergraduate Programmes

A. Categorization:

Name of Program	Year / Semester of study	Previous Examination	Categorization of Students		
			Slow Performers	Mediocre Learners	Advanced Learners
First year MBBS	2018-2019	HSC	11	30	109

B. Brief description and Support Sessions undertaken for all the categorized students:

Sr. No.	Title of Program	Date /Day	Teaching Faculty involved	Outcome
1	UG orientation program: includes: campus orientation, patient safety, local language programs, communication skills, Computer skills, self directed learning,	10 th august 2018	1. Dr.Getanjali Purohit 2. Dr DVSS Ramavtaram 3. Mrs Priyanka Sharma 4. Mr Paras Shah	New Studentsadmitted were from diverse places from India, so this orientation program has not only made them familiar to our campus rather they also have learnt a lot about curriculum including medical

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[Signature]

Vice-Chancellor

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Smt. B. K. Shah Medical Institute & Research Centre

CONSTITUENT INSTITUTE OF SUMANDEEP VIDYAPEETH
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time management, stress management etc	5. Dr Hetalpandya 6. Dr Arti muley 7. Dr. Mihir Mehta 8. Dr Rippalbhimani 9. Dr K.M.Parmar 10. Dr.Lavleshkumar 11. Dr Niraj Pandit	ethics, professionalism and basic medical skills.
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3. Performance of Student's in each Examination:

A. Categorization:

Name of Program	Year / Semester of study	Examination	Number of students		
			Slow Performers	Mediocre Learners	Advanced Learners
MBBS	First year	First Internal	118	28	7
		Second Internal	90	50	5
		Final Examination	83	57	5
	Second year	First Internal	111	16	8
		Second Internal	97	35	3
		Final Examination	19	94	22
	Third First	First Internal	120	13	1
		Second Internal	125	9	0
		Final Examination	99	32	3
	Final year	First Internal	109	1	0
		Second Internal	110	0	0
		Final Examination	58	51	1

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24/06/2021

Vice-Chancellor

Sumandeeep Vidyapeeth

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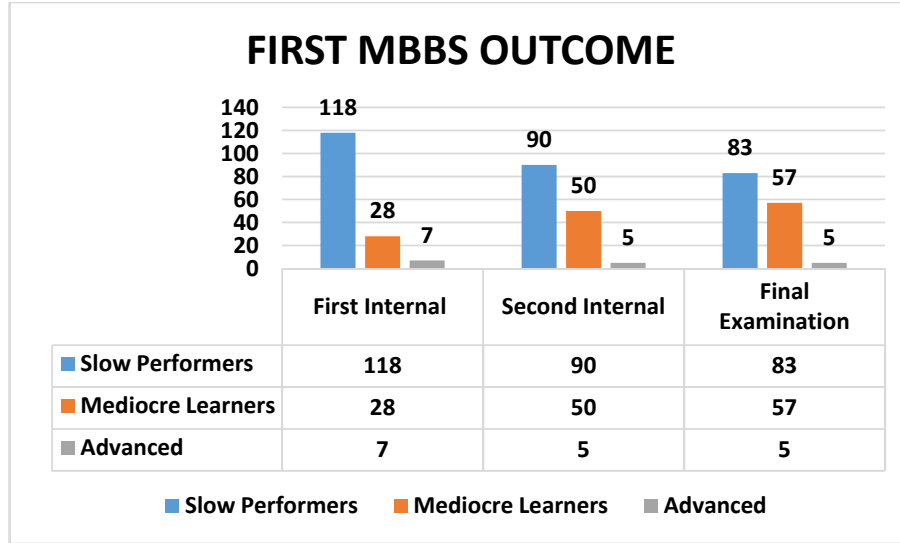




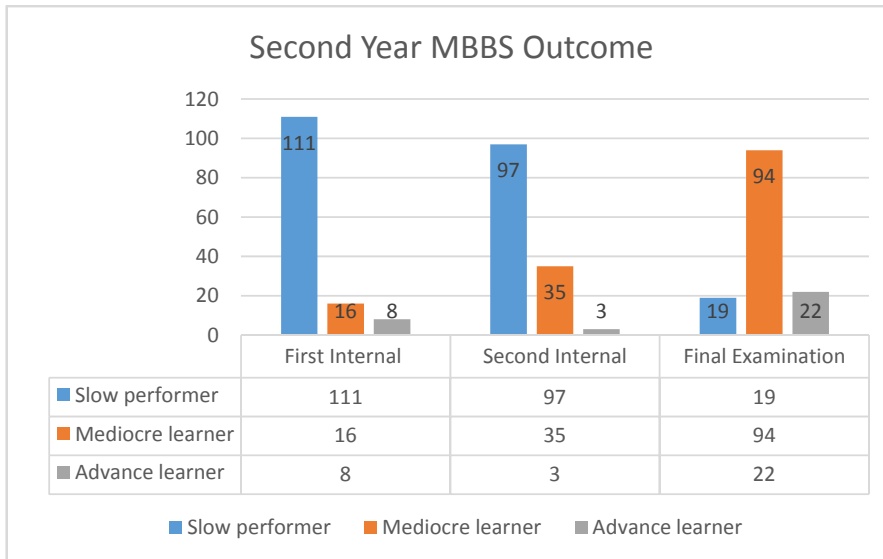
B. Program wise Outcome Analysis:

(Provide brief description and Analysis, along with Graphical presentation)

- FIRST MBBS:** After first internal examination the number of slow performers have been reduced from 118 to 90 and number of mediocre learners have risen from 28 to 50 and advance learners decreased from 7 to 22.



- FOR SECOND YEAR MBBS:** After first internal examination the number of slow performers have been reduced from 111 to 97 and number of mediocre learners have raised from 16 to 35 and advance learners decreased from 8 to 3.



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24/06/2021

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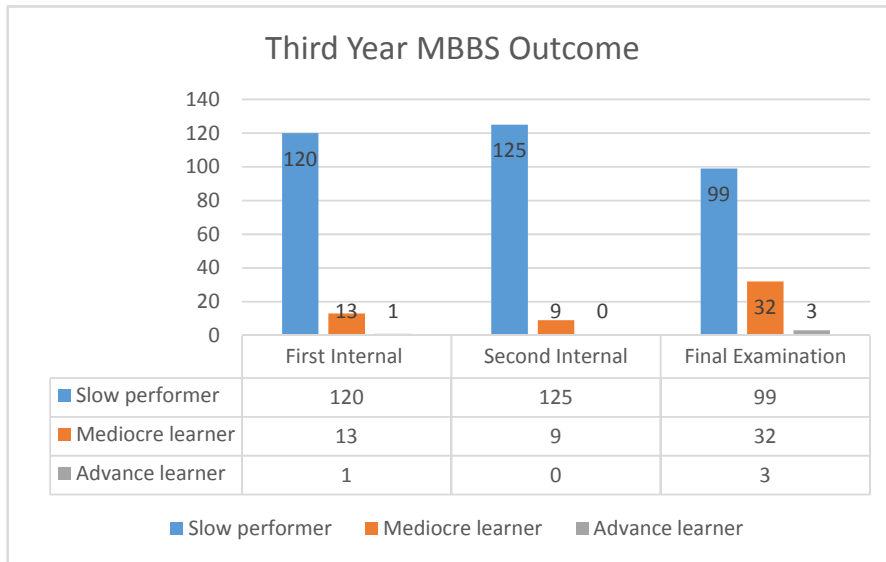
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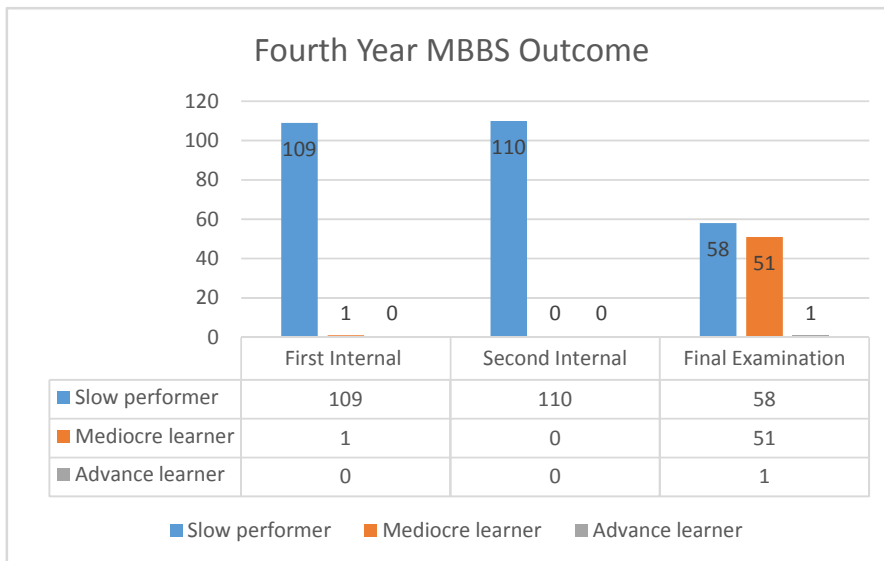




3. **Third first MBBS:** After first internal examination the number of slow performers have increased from 120 to 125 and number of mediocre learners have decreased from 13 to 9 and advance learners decreased from 1 to 0.



4. **Final year MBBS:** After first internal examination the number of slow performers has increased from 109 to 110 and number of mediocre learner has reduced



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Aravind
24/06/2021

Vice-Chancellor

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Smt. B. K. Shah Medical Institute & Research Centre

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4. **Conclusion:** Through “students learning support system” students were motivated and benefitted. Many of the students have shown incremental status. Apart from the subjective Knowledge, they learnt numerous things; they learn medical ethics, communication skills, professionalism, research and better relationship with patients. The program leads to the holistic development of a student
5. **Recommendations, if any:** nil
6. **Action taken on the recommendations of preceding year:** nil



Signature of Head of the Institute

Attested CTC

24/06/2021

Vice-Chancellor

Sumandeep Vidyapeeth

An Institution Deemed to be University

Vill. Piparia, Taluka: Waghodia.

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K.M.SHAH DENTAL COLLEGE & HOSPITAL
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 At & Post: Piparia, Ta.Waghodia, Dist.Vadodara-391760, Gujarat State, India.



Student Learning Support System ANNUAL REPORT

Academic Year: 2018-2019

1. Introduction: The Student Learning Support System was introduced in teaching schedule to improve the newly joined students at the point from where they can feel comfortable with the course. Furthermore, the system continues thought the course. The aim of this system was to introduce students regarding the course, its scope; foundation knowledge requires understanding the course. During the continuation of programme, the focus is to improve the overall academic performance of the student by identification of students as slow performer, Mediocre Learner and Advance Learner. This identification helps in categorisation of students which helps teaching faculty to focus on students in a manner that will improve different aspects of all students.

2. Details of Newly Admitted Students in Diploma and Undergraduate Programmes **A. Categorization:**

Name of Program	Year / Semester of study	Previous Examination	Categorization of Students		
			Slow Performers	Mediocre Learners	Advanced Learners
BDS	I BDS	HSC	60	4	0

B. Brief description and Support Sessions undertaken for all the categorized students:

Sr. No.	Title of Program	Date	Teaching Faculty involved	Outcome
1	Communication Skill	17/08/2018, 19/08/2018.	Dr Vandana Shah	Students learned about communication skills.
2	Time management	31/08/2018 03/09/2018	Dr Rashmi Bhavasar	Students learned about time management

3. Performance of Student's in each Examination:

A. Categorization:

Name of Program	Year / Semester	Examination	Number of students		
			Slow	Mediocre	Advanced

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	of study		Performers	Learners	Learners
BDS	1 st Year	First Internal	59	5	0
		Second Internal	53	11	0
		Final Examination	15	30	17
	2 nd Year	First Internal	28	13	1
		Second Internal	23	01	18
		Final Examination	11	26	05
	3 rd Year	First Internal	23	14	5
		Second Internal	25	17	0
		Final Examination	12	23	17
	Final Year	First Internal	93	00	00
		Second Internal	89	04	00
		Final Examination	24	63	06

B. Program wise Outcome Analysis:

(Provide brief description and Analysis, along with Graphical presentation)

1st YEAR BDS

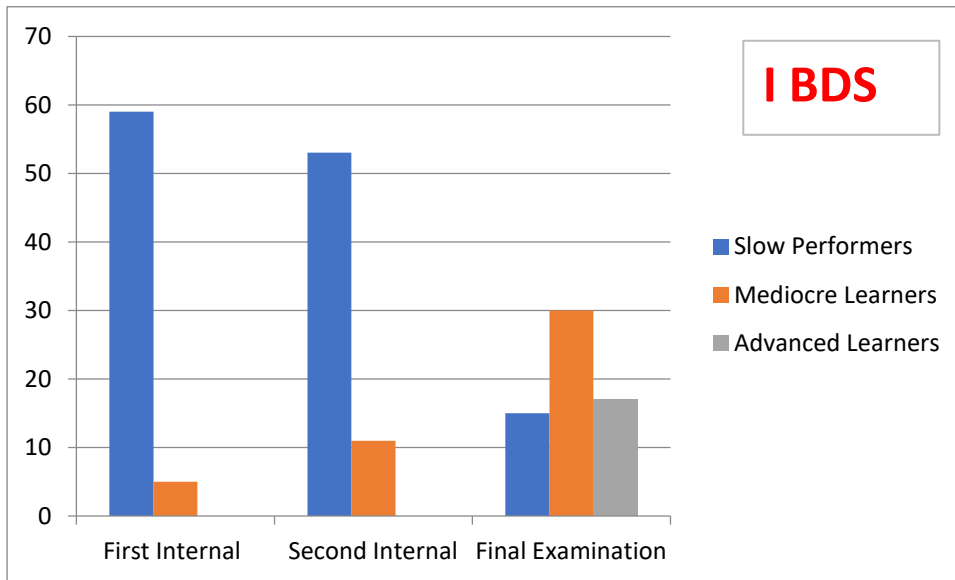


Fig 01: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students in Slow Performer categories as we can see that number of students in Slow Learners are decreasing and Numbers of Students in Mediocre learning had increased. When compared to final outcome of the program ie After University exams there is over all increase in Mediocre Learner and Advanced Learner categories compared to First and second internal Examination of the students.

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IInd YEAR BDS

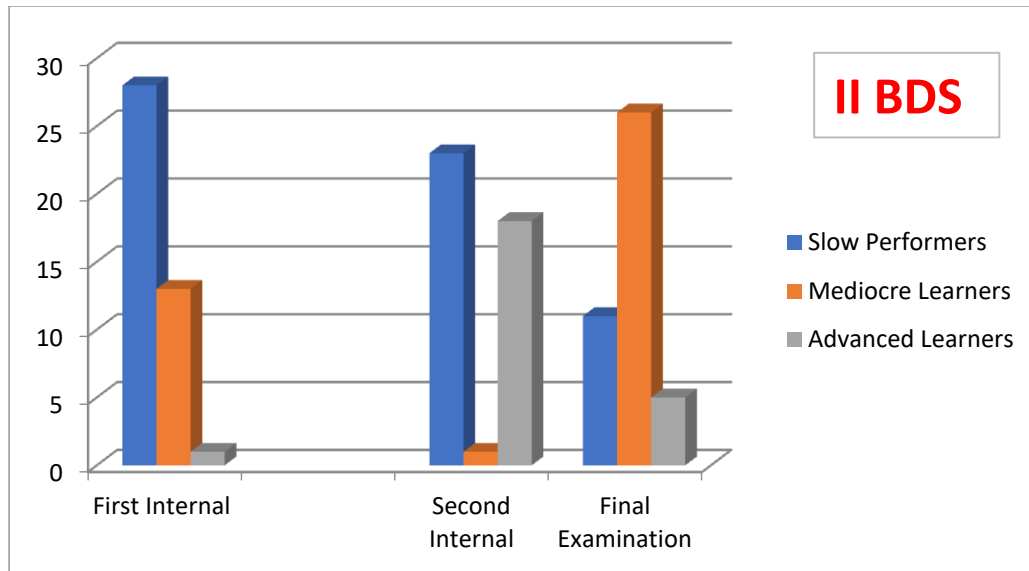


Fig 02: This Graph represent changes in status of student after conduction of SLSS program. The graph have shown significant improvement in the level of students in slow performers in final exam also Mediocre learners are increased. When first internal was compared to final outcome of the program ie After University exams there is over all increase in Mediocre Learners compared to First and second Internal Examination of the students.

IIIrd YEAR BDS

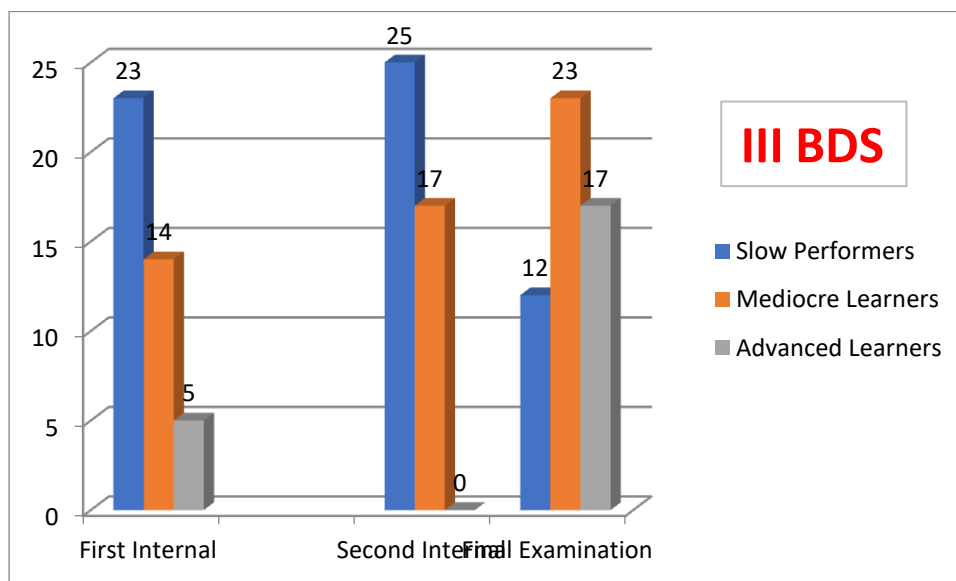


Fig 03: This Graph represent changes in status of student after conduction of SLSS program. The graph have show improvement in the level of students in final examination as compared to first and second internal examination.. There are less number of students

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in Slow Learners category and Numbers of Students in Mediocre learning had increased after second internal examination. When compared to final outcome of the program ie After University exams there is over all increase in Mediocre Learner and Advanced Learner categories compared to First and second internal Exam of the students.

IVYEAR BDS

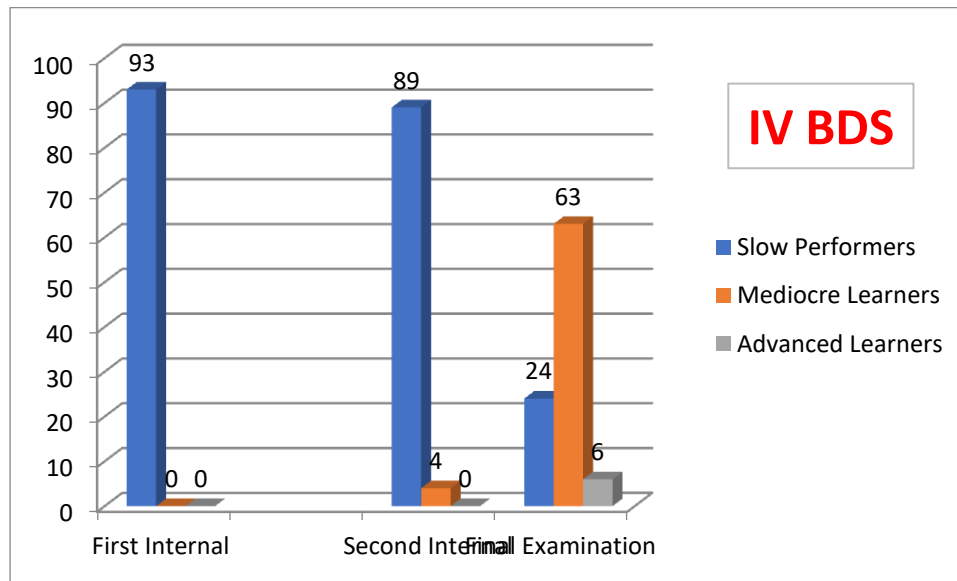


Fig 04: This Graph represent changes in status of student after conduction of SLSS program. The graph have shown that there were no mediocre and advanced learners in first internal but then there was significant improvement in the level of students in Slow Performer categories as we can see that nmbor of students in Slow Learners are decreasing and Numbers of Students in Mediocre learning had increased. When compared to final outcome of the program ie After University exams there is over all increase in Mediocre Learner and advanced learner categories as compared to First internal Exam of the students.

4. Conclusion:

From the data analysis of all students it was concluded that there is SLSS programme helps in improving the status of the students and overall academic performance of the individual students. The analysis is showing significant improvement in the marks of the students.

5. Recommendations, if any:

1. IIBDS advanced learner were less after second internal examination.

6. Action taken on the recommendations of preceding year:

Sr. No	Recommendations	Action Taken	Outcome
1	For III BDS students	Students were	There is increase in

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	after first and second internal examination there was not much increase in advanced learner categories.	monitored for increasing their categories for advanced learners.	the number of advanced learners for final BDS students.
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Dean
K.M.Shah Dental College & Hospital
Sumandeep Vidyapeeth
Piparia, Tal.Waghodia (Vadodara)

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Student Learning Support System

ANNUAL REPORT

Academic Year: 2018-19

- 1. Introduction:** The Student Learning Support System was introduced in teaching schedule to improve the newly joined students at the point from where they can feel comfortable with the course. Furthermore, the system continues thought the course. The aim of this system was to introduce students regarding the course, its scope, foundation knowledge requires to understand the course. During the continuation of programme, the focus is to improve the overall academic performance of the student by identification of students as Slow performer, Mediocre Learner and Advance Learner. This identification helps in categorisation of students which helps teaching faculty to focus on students in a manner that will improve different aspects of all students.
- 2. Details of Newly Admitted Students in Undergraduate and Integrated Post Graduate Programmes.**

A. Categorization:

Name of Program	Year / Semester of study	Previous Examination	Categorization of Students		
			Slow Performers	Mediocre Learners	Advanced Learners
Pharm.D	I year	HSC	04	10	16
B.Pharm	I Sem	HSC	16	16	15

B. Brief description and Support Sessions undertaken for all the categorized students:

Pharm.D I Year

Sr. No.	Title of Program	Date	Teaching Faculty involved	Outcome
1	Special Mathematics class	4/09/2018, 11/09/2018, 18/09/2018,	Mr. Hemal Patel	Improvement in Mathematical skills required for pharmaceutical drug dosage calculations.
2	Special Teaching through video	5/09/2018, 12/09/2018,	Mrs. Kinjal Patel	Actual view of various Pharmaceutical science process as given in text books.
3	Interactive	6/09/2018,	Nirmal	Interactive session to clarify

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	sessions on profession related topics with students	20/09/2018,	Shah	any query related to Pharmacy profession and bring confidence among students for their future.
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B. Pharm1st Semester

Sr. No.	Title of Program	Date	Teaching Faculty involved	Outcome
1.	Special Mathematics class	10/09/2018, 17/09/2018	Mr. Hemal Patel	Improvement in Mathematical skills required for pharmaceutical drug dosage calculations.
2.	Special Biology Class	04/09/2018, 06/09/2018	Dr. Girish Sailor	Improvement in basic biology knowledge useful for understanding Human Anatomy and Physiology and Pathophysiology.
3.	English Communication Skill Development	11/09/2018, 12/09/2018	Dr. Subhasish Chatterjee	English Communication skill is a part of profession required by a Pharmacists communicate with another medical professional.
4.	Interactive sessions on profession related topics with Classmates	18/09/2018, 20/09/2018	Dr. Nirmal Shah	Interactive session to clarify any query related to Pharmacy profession and bring confidence among students for their future.

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3. Performance of Student's in each Examination:

A. Categorization:

Name of Program	Year / Semester of study	Examination	Number of students			
			Slow Performers	Mediocre Learners	Advanced Learners	
B.Pharm	1 st Semester	First Internal	23	17	07	
		Second Internal	09	24	14	
		Final Examination	16	16	15	
	2 nd Semester	First Internal	30	14	03	
		Second Internal	34	10	03	
		Final Examination	15	18	14	
	3 rd Semester	First Internal	25	08	04	
		Second Internal	17	09	11	
		Final Examination	12	02	23	
	4 th Semester	First Internal	14	03	20	
		Second Internal	21	07	09	
		Final Examination	13	05	16	
	5 th Semester	First Internal	30	08	04	
		Second Internal	22	09	11	
		Final Examination	10	07	25	
	6 th Semester	First Internal	20	05	17	
		Second Internal	20	04	18	
		Final Examination	09	07	26	
	4 th Year	First Internal	28	06	06	
		Second Internal	07	21	12	
		Final Examination	06	21	13	
	Pharm. D	1 st Year	First Internal	11	02	17
			Second Internal	11	03	16
			Final Examination	04	08	18
2 nd Year		First Internal	14	07	09	
		Second Internal	10	07	13	
		Final Examination	04	04	22	

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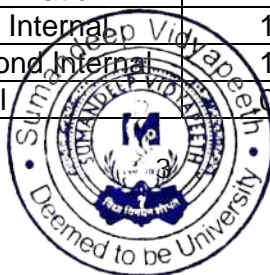
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	Examination			
3 rd Year	First Internal	06	20	04
	Second Internal	04	22	04
	Final Examination	01	13	16
4 th Year	First Internal	06	03	16
	Second Internal	08	02	15
	Final Examination	02	07	16
5 th Year	First Internal	03	06	13
	Second Internal	02	09	11
	Final Examination	02	03	17

Program wise Outcome Analysis:

(Provide brief description and Analysis, along with Graphical presentation)

1. B. Pharm 1st Semester

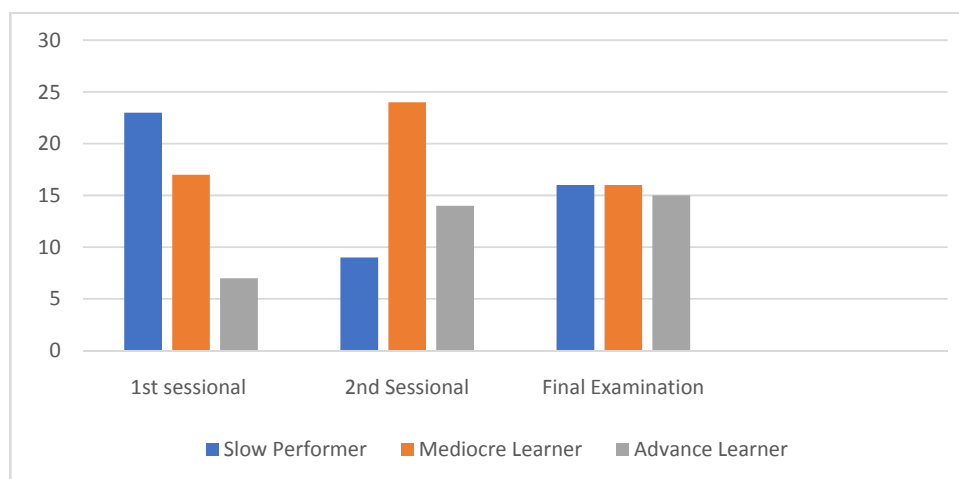


Fig 01: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students decreased in Slow Performer category form 23 to 09 after 1st SLSS programme and increased from 09 to 16 in Final exam , Mediocre Learner category increased from 17 to 24 after 1st SLSS and decreased form 24 to 16 after final exam. Advance Learner category increased from 7 to 14 after 1st SLSS and from 14 to 15 after final examination.

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2. B. Pharm 2nd Semester

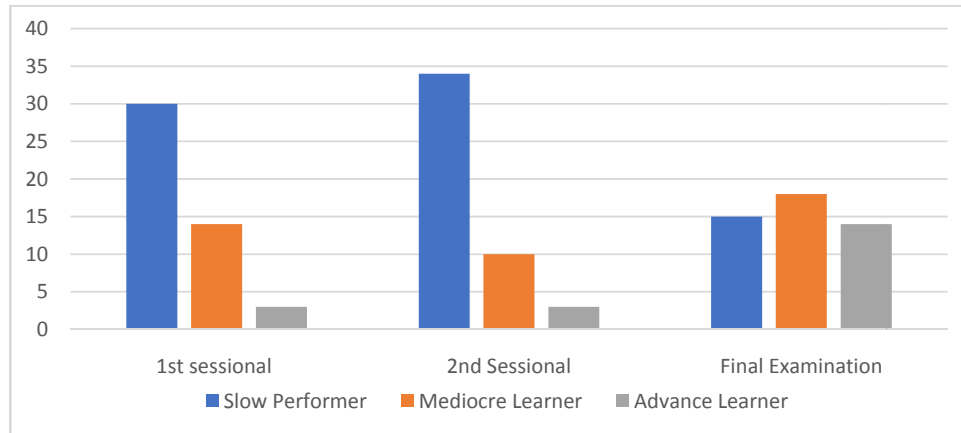


Fig 02: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students increased in Slow Performer category form 30 to 34 after 1st SLSS programme and decreased from 34 to 15 in Final exam , Mediocre Learner category decreased from 14 to 10 after 1st SLSS and decreased form 10 to 18 after final exam. Advance Learner category remained from 3 to 3 after 1st SLSS and increased from 03 to 14 after final examination.

3. B. Pharm 3rd Semester

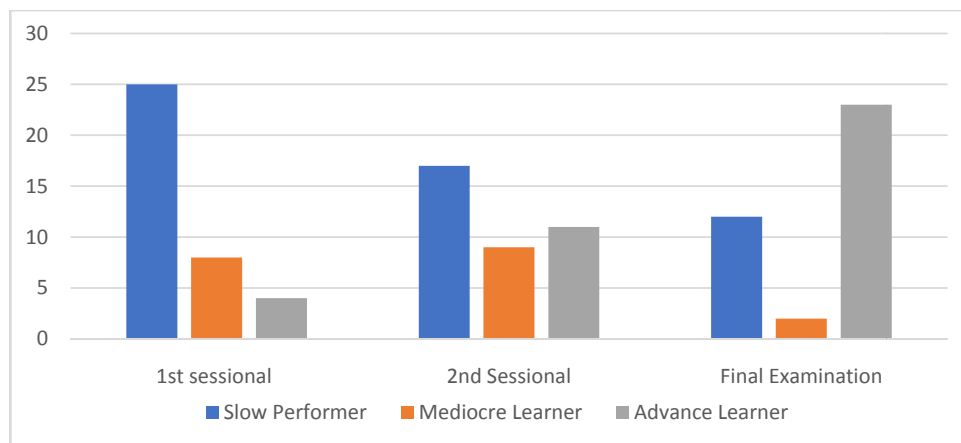
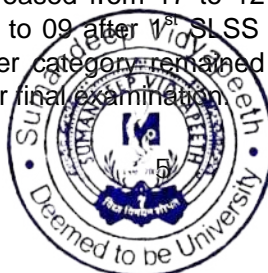


Fig 03: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students decreased in Slow Performer category form 25 to 17 after 1st SLSS programme and decreased from 17 to 12 in Final exam , Mediocre Learner category increased from 08 to 09 after 1st SLSS and decreased form 09 to 02 after final exam. Advance Learner category remained from 04 to 11 after 1st SLSS and increased from 11 to 23 after final examination.

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4. B. Pharm 4th Semester

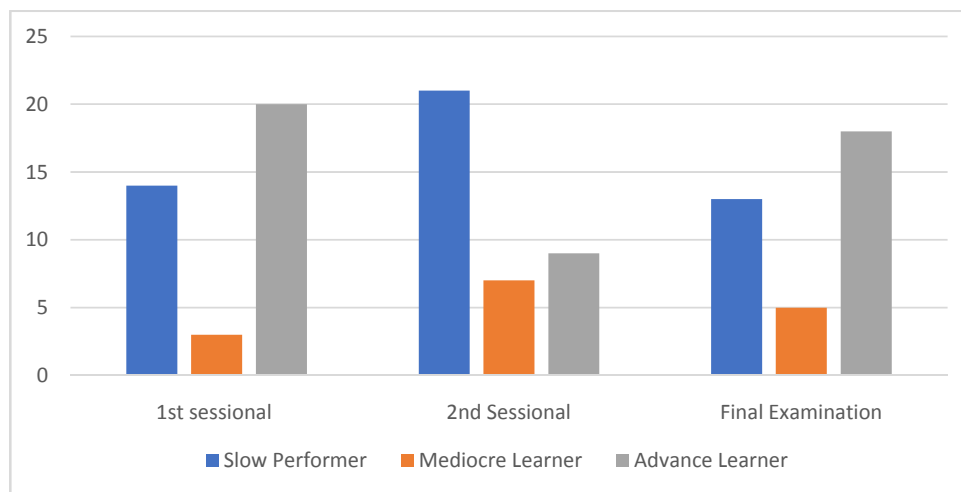


Fig 04: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students increased in Slow Performer category form 14 to 21 after 1st SLSS programme and decreased from 21 to 13 in Final exam , Mediocre Learner category increased from 03 to 07 after 1st SLSS and decreased form 07 to 05 after final exam. Advance Learner category decreased from 20 to 09 after 1st SLSS and increased from 09 to 16 after final examination.

5. B. Pharm 5th Semester

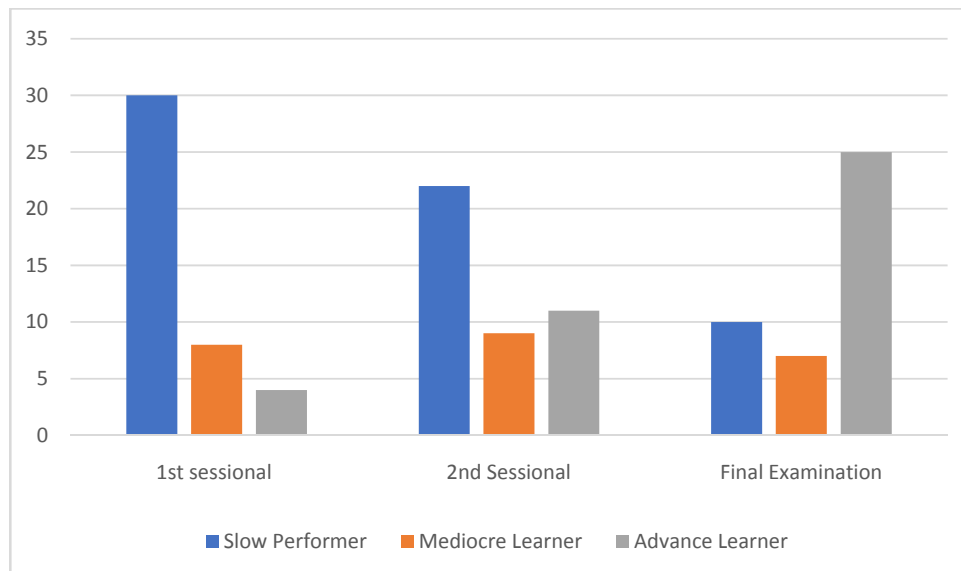


Fig 05: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students increased in Slow Performer category decreased form 30 to 22 after 1st SLSS programme and decreased from 22 to 10 in Final exam , Mediocre Learner category increased from 08 to 09 after 1st SLSS and decreased form 09 to 07 after final exam. Advance Learner category increased from 04 to 11 after 1st SLSS and increased from 11 to 25 after final examination.

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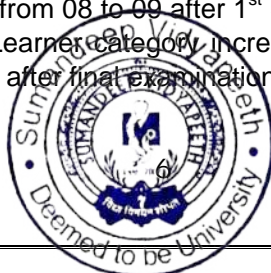
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6. B. Pharm 6th Semester

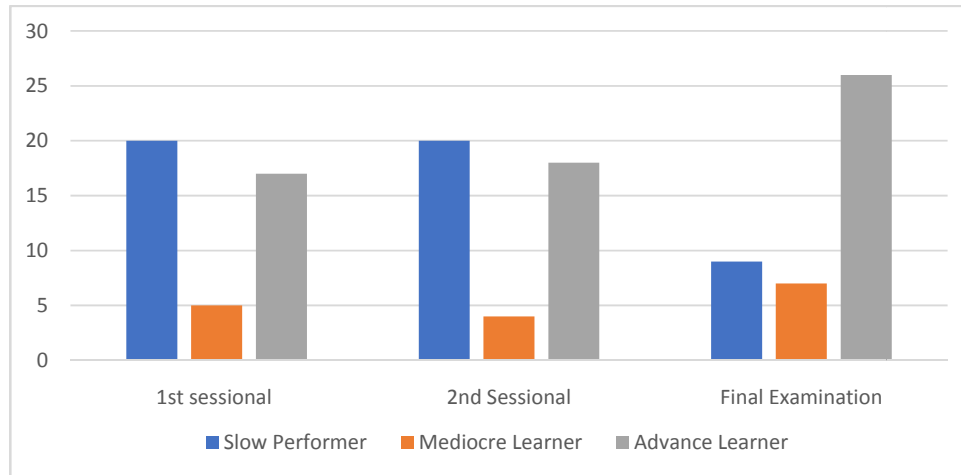


Fig 06: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students increased in Slow Performer category remained form 20 to 20 after 1st SLSS programme and decreased from 20 to 09 in Final exam , Mediocre Learner category decreased from 05 to 04 after 1st SLSS and increased form 04 to 07after final exam. Advance Learner category remained from 17 to 18 after 1st SLSS and increased from 18 to 26 after final examination.

7. 4th Year B. Pharm

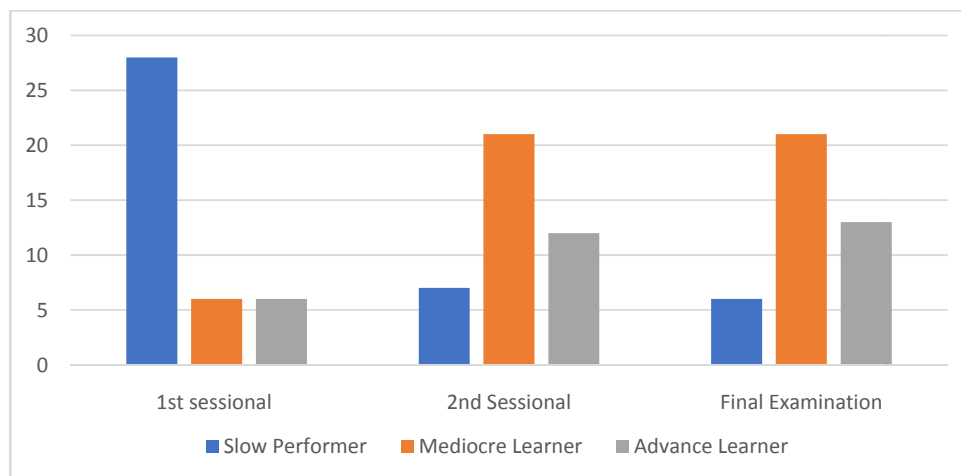


Fig 07: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students increased in Slow Performer categorydecreased from28 to 07 after 1st SLSS programme and from 07 to 06 in Final exam , Mediocre Learner category increased from 06 to 21 after 1st SLSS and remain samefrom 21 to 21 after final exam. Advance Learner category increased from 06 to 12 after 1st SLSS and increased from 12 to 13 after final examination.

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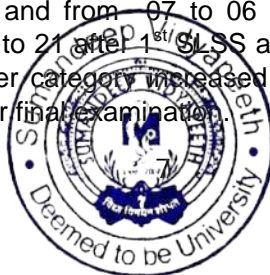
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8. 1st Year Pharm. D

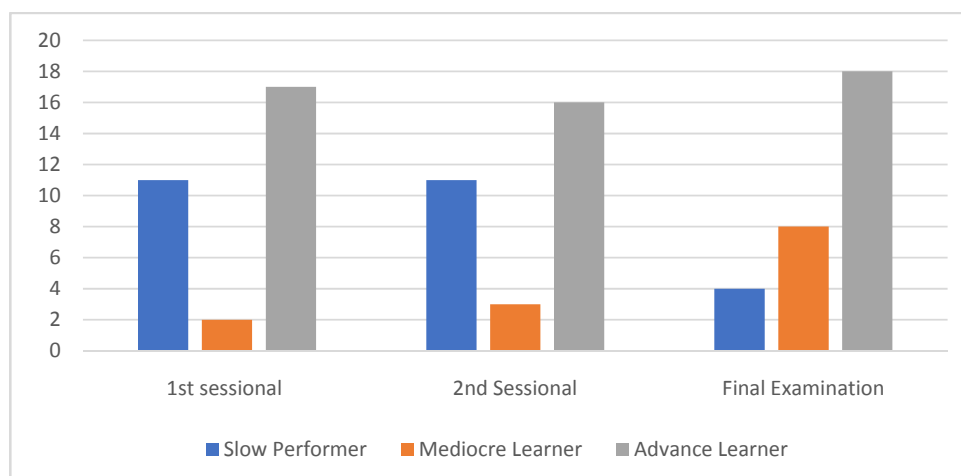


Fig 08: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students remained same in Slow Performer category form 11 to 11 after 1st SLSS programme and decreased from 11 to 04 in Final exam , Mediocre Learner category increased from 02 to 03 after 1st SLSS and increased form 03 to 08 after final exam. Advance Learner category decreased from 17 to 16 after 1st SLSS and increased from 16 to 18 after final examination.

9. 2nd Year Pharm. D

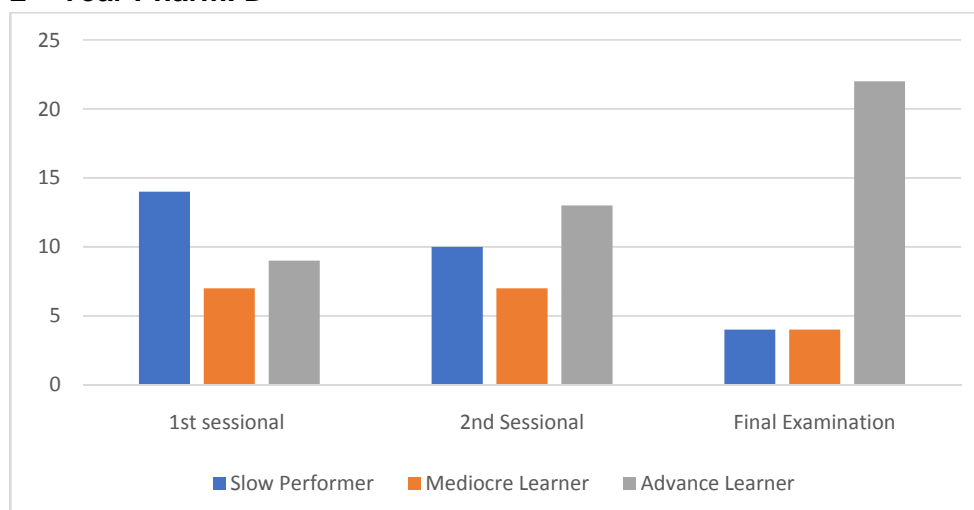


Fig 09: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students decreased in Slow Performer category form 23 to 09 after 1st SLSS programme and increased from 09 to 16 in Final exam , Mediocre Learner category increased from 17 to 24 after 1st SLSS and decreased form 24 to 16 after final exam. Advance Learner category increased from 7 to 14 after 1st SLSS and from 14 to 15 after final examination.

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10.3rd Year Pharm. D

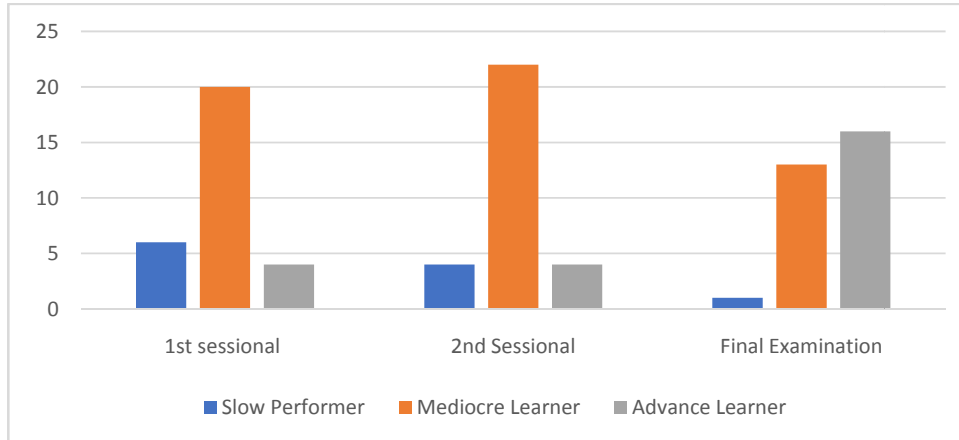


Fig 10: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students decreased in Slow Performer category form 06 to 04 after 1st SLSS programme and from 04 to 01 in Final exam , Mediocre Learner category increased from 20 to 22 after 1st SLSS and decreased form 22 to 13 after final exam. Advance Learner category remained same from 04 to 04 after 1st SLSS and increased from 04 to 16 after final examination.

11.4th Year Pharm. D

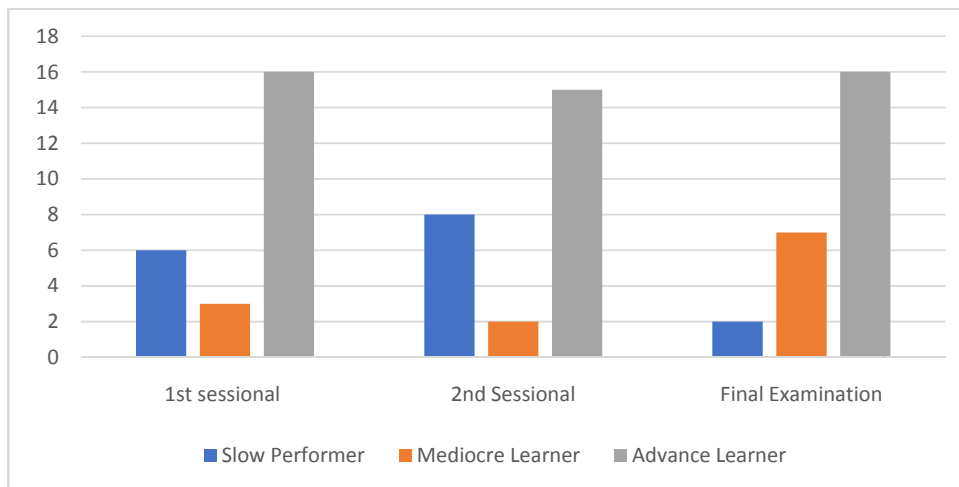


Fig 11: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students increased in Slow Performer category form 06 to 08 after 1st SLSS programme and decreased from 08 to 02 in Final exam , Mediocre Learner category decreased from 03 to 02 after 1st SLSS and increased form 02 to 07 after final exam. Advance Learner category decreased from 16 to 15 after 1st SLSS and increased from 15 to 16 after final examination.

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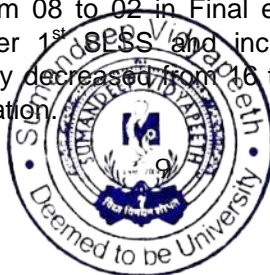
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12.5th Year Pharm. D

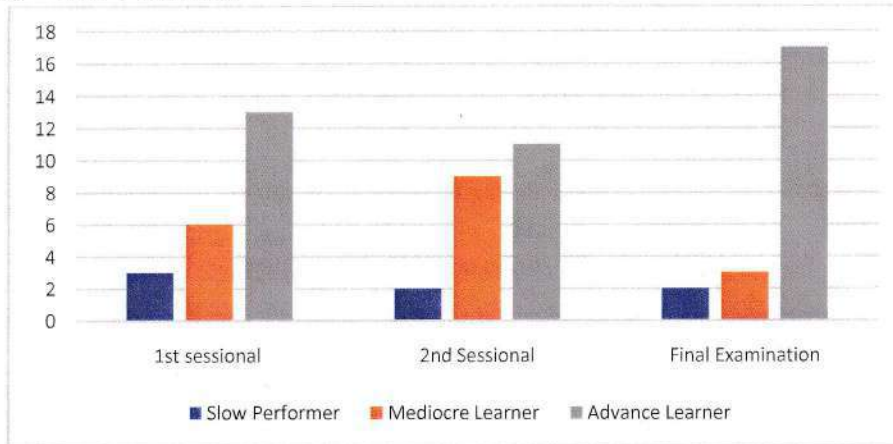


Fig 12: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students decreased in Slow Performer category form 03 to 02 after 1st SLSS programme and remained same from 02 in Final exam , Mediocre Learner category increased from 06 to 09 after 1st SLSS and decreased form 09 to 03 after final exam. Advance Learner category decreased from 13 to 11 after 1st SLSS and increased from 11 to 17 after final examination.

4. Conclusion:

From the analysis of SLSS programme data it was concluded that, there was a significant improvement in the status of the students. Most of the students have significantly improved in their academic performance at the end of final examination.

5. Recommendations, if any: Nil

6. Action taken on the recommendations of preceding year: Yes

Sr. No.	Recommendations	Action Taken	Outcome
01.	Teachers are instructed to put more attention on 2 nd Semester Students and resolve their queries related to topics.	Teachers have taken extra attention in class on the students for the topic's student have quires.	Improvement in the result of 3 rd Semester.

Signature of Head of the Institute

HOD/DIRECTOR
DEPT. OF PHARMACY
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 Pipariya. Ta. Waghodia.
 Dist. Vadodara-391 760.

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Student Learning Support System

Annual Report

Academic Year: 2018-2019

1. Introduction: The Student Learning Support System was introduced in teaching schedule to improve the newly joined students at the point from where they can feel comfortable with the course. Furthermore, the system continues throughout the course. The aim of this system was to introduce students regarding the course, its scope; foundation knowledge required to understand the course. During the continuation of programme, the focus is to improve the overall academic performance of the student by identification of student as slow performer, mediocre learner and advance learner. This identification helps in categorisation of students which helps teaching faculty to focus on students in a manner that will improve different aspects of students.

2. Details of Newly Admitted Students in Diploma and Undergraduate Programmes

A. Categorization:

Name of Program	Year / Semester of study	Previous Examination	Categorization of Students		
			Slow Performers	Mediocre Learners	Advanced Learners
B.Sc Nursing	First Year	12 th Standard	70	24	6
P.B.B.Sc Nursing	First Year	GNM	08	19	03

B. Brief description and Support Sessions undertaken for all the categorized students:

First Year B.Sc Nursing

Sr. No.	Title of Program	Date	Teaching Faculty involved	Outcome
1	Personality Development	15/9/2018	Mr. Ismail P A	An attempt for modification of personality as to suite it for the chosen profession.
2	English Language Class	22/9/2018	Mrs. Sharon Christian	Helps in having a good language base
3	Communication Skills	29/9/2018	Ms. Dharvi Trivedi	Improves the communication skills
4	Interactive Sessions On Profession Related Topics With Fellow Classmates	6/10/2018	Ms. Ekta S Patel	Interactive session was helpful in clarifying queries related to profession and brings confidence among students for

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Sumandeeep Vidyapeeth



				their future.
First Year P.B.B.Sc Nursing				
Sr. No.	Title of Program	Date	Teaching Faculty involved	Outcome
1	Interactive Sessions On Profession Related Topics With Fellow Classmates	31/08/2018	Mrs. Vruti Patel	Interactive session was helpful in clarifying queries related to profession and brings confidence among students for their future.
2	English Language Class	28-09-2018	Mrs. Sharon Christian	Helps in having a good language base
3	Personality Development	12-10-2018	Mr. Ismail P A	An attempt for modification of personality as to suite it for the chosen profession.
4	Communication Skills	30-11-2018	Mr. Dayanand Belgavi	Interactive session Improves the communication skills

3. Performance of Student's in each Examination:

A. Categorization:

Name of Program	Year / Semester of study	Examination	Number of students		
			Slow Performers	Mediocre Learners	Advanced Learners
B.Sc Nursing	First Year	First Internal	91	5	4
		Second Internal	93	6	1
		Final Examination	55	37	7
B.Sc Nursing	Second Year	First Internal	83	9	3
		Second Internal	85	9	1
		Final Examination	46	42	05
B.Sc Nursing	Third Year	First Internal	57	22	8
		Second Internal	76	11	0
		Final Examination	14	45	24
B.Sc Nursing	Final Year	First Internal	22	23	11
		Second Internal	21	25	10
		Final Examination	0	23	31
P.B.B.Sc Nursing	First Year	First Internal	26	3	1
		Second Internal	29	1	0
		Final	3	25	2

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P.B.B.Sc Nursing

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		Examination			
P.B.B.Sc Nursing	Second Year	First Internal	7	6	2
		Second Internal	11	4	0
		Final Examination	3	7	5

Note:

- In B.Sc Nursing First Year: 1 student has not appeared in the Final Examination.
- In B.Sc Nursing Second Year: 4 students discontinued before first Examination & another 2 student discontinued before final examination. (Total 6 students discontinued).
- In B.Sc Nursing Third Year: 4 students discontinued before Final Examination .
- In B.SC Nursing Final Year: 2 students discontinued before Final Examination.

B. Program wise Outcome Analysis:

1. First Year B.Sc Nursing

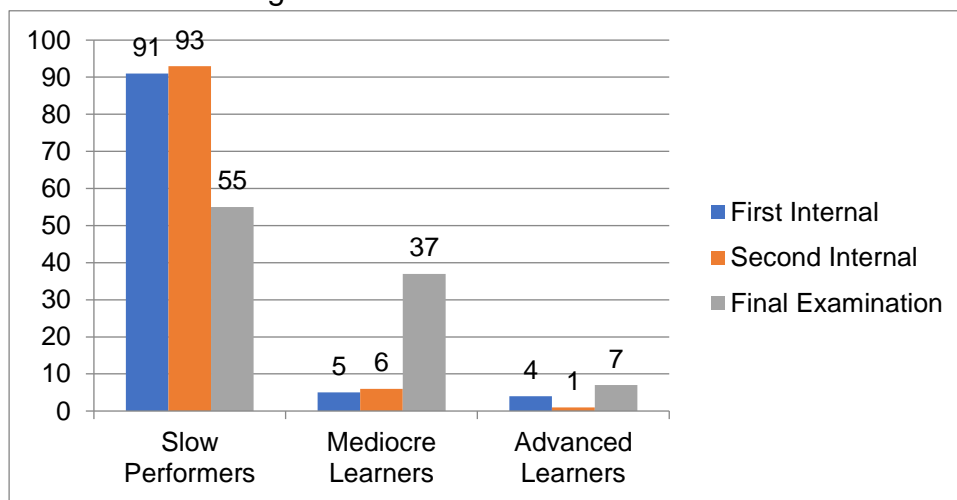


Figure 1. This graph shows significant changes in status of students after conduction of SLSS sessions. The number of students in slow performer category increased from 91 to 93 after first SLSS session and decreased to 55 in final university examination. Mediocre learner category increased from 5 to 6 after first SLSS session and further increased to 37 after final university examination. Advanced learner category decreased from 4 to 1 after first SLSS session and further increased to 7 after final university examination.

2. Second Year B.Sc Nursing

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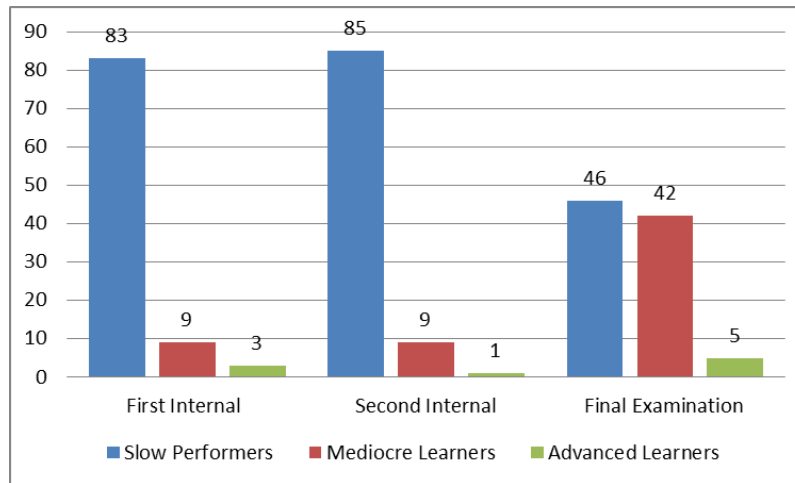


Figure 2. This graph shows significant changes in status of students after conduction of SLSS sessions. The number of students in slow performer category increased from 83 to 85 after first SLSS session and decreased to 46 in final university examination. Mediocre learner category remained same after first SLSS session and further increased to 42 after final university examination. Advanced learner category decreased from 3 to 1 after first SLSS session and further increased to 5 after final university examination.

3. Third Year B.Sc Nursing

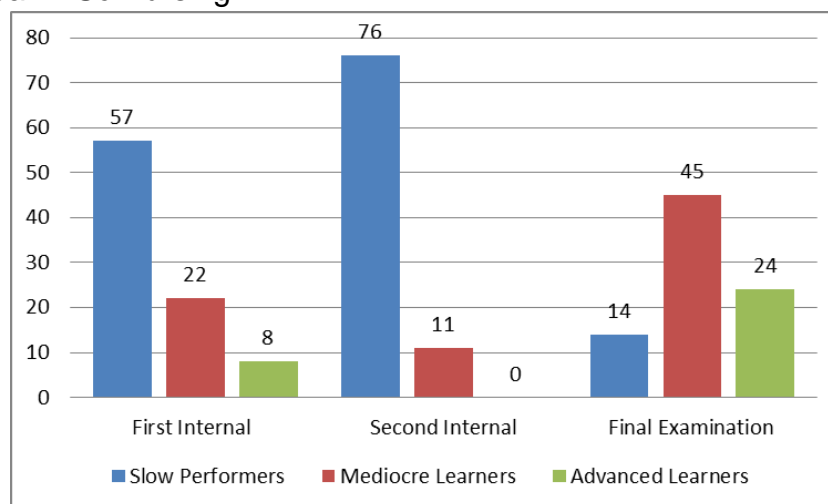


Figure 3. This graph shows significant changes in status of students after conduction of SLSS sessions. The number of students in slow performer category increased from 57 to 76 after first SLSS session and decreased to 14 in final university examination. Mediocre learner category increased from 22 to 11 after first SLSS session and further increased to 45 after final university examination. Advanced learner category decreased from 8 to 0 after first SLSS session and further increased to 24 after final university examination.

4. Final Year B.Sc Nursing

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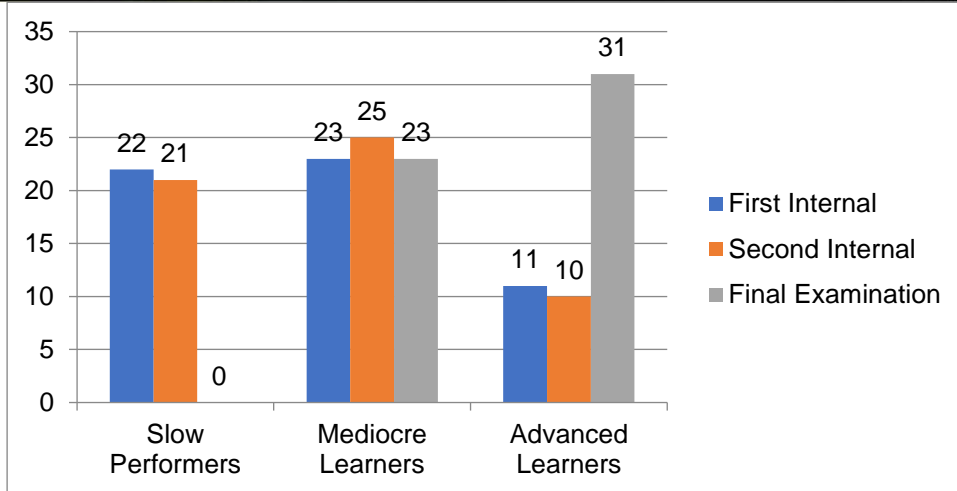


Figure 4. This graph shows significant changes in status of students after conduction of SLSS sessions. The number of students in slow performer category decreased from 22 to 21 after first SLSS session and decreased to 0 in final university examination. Mediocre learner category increased from 23 to 25 after first SLSS session and further decreased to 23 after final university examination. Advanced learner category decreased from 11 to 10 after first SLSS session and further increased to 31 after final university examination.

5. First Year P.B.B.Sc Nursing

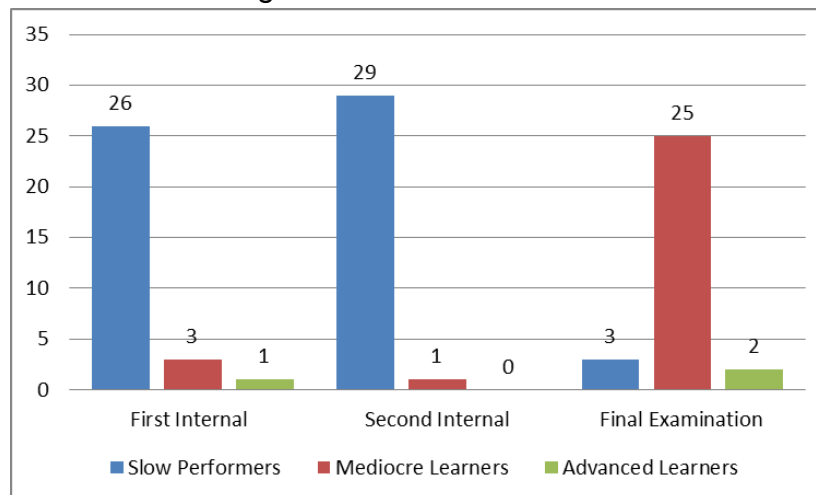


Figure 5. This graph shows significant changes in status of students after conduction of SLSS sessions. The number of students in slow performer category increased from 26 to 29 after first SLSS session and decreased to 3 in final university examination. Mediocre learner category decreased from 3 to 1 after first SLSS session and further increased to 25 after final university examination. Advanced learner category decreased from 1 to after first SLSS session and further increased to 2 after final university examination.

6. Second Year P.B.B.Sc Nursing

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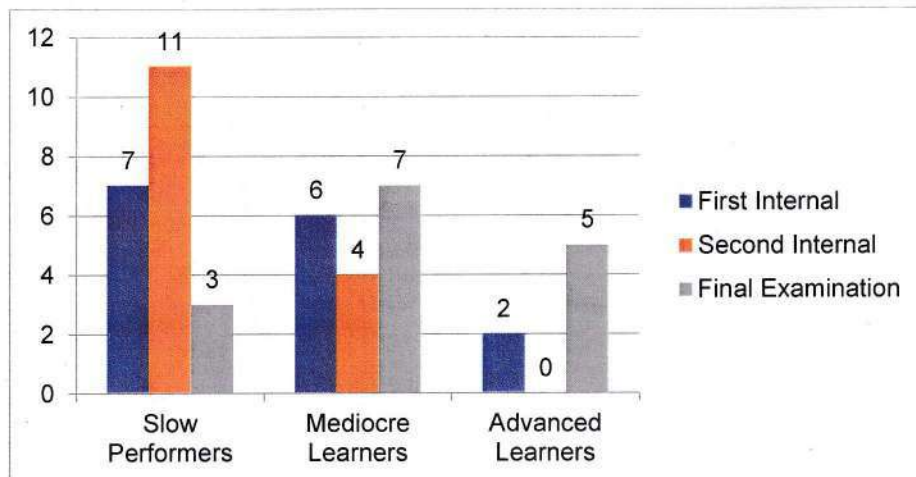


Figure 6. This graph shows significant changes in status of students after conduction of SLSS sessions. The number of students in slow performer category increased from 7 to 11 after first SLSS session and decreased to 3 in final university examination. Mediocre learner category decreased from 6 to 4 after first SLSS session and further increased to 7 after final university examination. Advanced learner category decreased from 2 to 0 after first SLSS session and further increased to 5 after final university examination.

4. Conclusion:

From the analysis of data above; it is concluded that the SLSS programme is effective in improving the status of the students in overall performance. The analysis shows significant improvement in the academic performance of the students.

5. Recommendations, if any: Nil

6. Action taken on the recommendations of preceding year: Nil

For, *Rajshree*
Signature of Head of the Institute

PRINCIPAL
SUMANDEEP NURSING COLLEGE,
PIPARIA, WAGHODIA, VADODARA

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Aravind
24/06/2021

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COLLEGE OF PHYSIOTHERAPY

SUMANDEEP VIDYAPEETH

(Declared as deemed to be University Under Section 3 of UGC Act, 1956)

Piparia, Waghodia, Vadodara-391760(Gujarat)

Ph : 02668-245029 Email: principal.physiotherapy@sumandeepvidyapeethdu.edu.in

Student Learning Support System

Annual Report

Academic Year: 2018-19

1. Introduction:

The Student Learning Support System was introduced with the following objectives:

- To identify slow performers, mediocre learners and advanced learners based on internal results as well as final university examination results.
- To understand the strengths and weaknesses of the students.
- To give additional help to slow performers and mediocre learners bolster their academic performance and provide opportunities to advanced learners for overall/holistic development.

2. Details of Newly Admitted Students in Undergraduate Programmes

A. Categorization:

Name of Program	Year / Semester of study	Previous Examination	Categorization of Students		
			Slow Performers	Mediocre Learners	Advanced Learners
Bachelor of Physiotherapy	First year BPT	HSC	44	31	24

B. Brief description and Support Sessions undertaken for all the categorized students:

Sr. No.	Title of Program	Date	Teaching Faculty involved	Outcome
1	English Sessions	19.09.18	Dr Nalina Gupta	Improved English language and communication skills
2	English Sessions	10.10.18	Dr Nalina Gupta	Improved English language and communication skills
3	English Sessions	17.10.18	Dr Nalina Gupta	Improved English

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				language and communication skills
4	Computer Application	17.9.2018	Ms. Sitara Menon	Improved use of computer skills
5	Computer Application	24.09.2018	Ms. Sitara Menon	Improved use of computer skills
6	Computer Application	08.10.2018	Ms. Sitara Menon	Improved use of computer skills
7	Computer Application	15.10.2018	Ms. Sitara Menon	Improved use of computer skills
8	Yoga, Meditation classes	17.09.2018	Dr.Parth Devmurari	Promotes overall physical, mental, emotional well being of students
9	Yoga, Meditation classes	24.09.2018	Dr.Parth Devmurari	Promotes overall physical, mental, emotional well being of students
10	Yoga, Meditation classes	01.01.2019	Dr.Parth Devmurari	Promotes overall physical, mental, emotional well being of students

Performance of Students in each Examination:

A. Categorization:

Name of Program	Year / Semester of study	Examination	Number of students		
			Slow Performers	Mediocre Learners	Advanced Learners
Bachelor of Physiotherapy	First year BPT	First Internal	76	17	06
		Second Internal*	67	21	10
		Final Examination	50	34	11
Bachelor of	Second	First Internal	37	12	01

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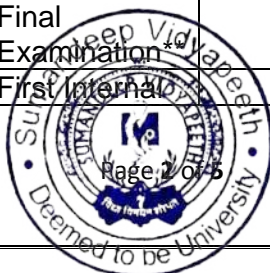
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Physiotherapy	year BPT	Second Internal	35	14	01
Bachelor of Physiotherapy	Third year BPT	Final Examination	17	26	07
		First Internal	63	29	03
		Second Internal	52	37	06
Bachelor of Physiotherapy	Final year BPT	Final Examination	09	70	16
		Second Internal	69	21	00
		Final Examination	24	63	03

*01 student absent in 2nd internals

** 03 students absent in university exams and 01 student's marks were kept in abeyance

B. Program wise Outcome Analysis:

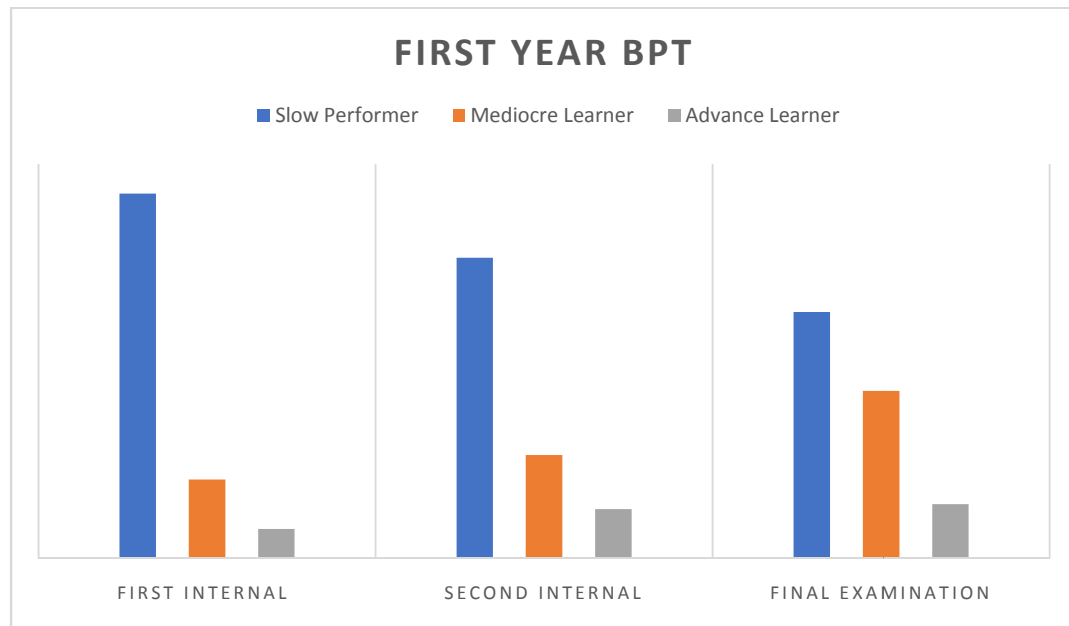


Fig 01: This Graph represents changes in status of student after conduction of SLSS program in the first year. The graph shows significant improvement in the level of students. The number of slow performers is seen to gradually decline from first internals to Final University Examination. On the other hand the number of mediocre learners and advanced learners is seen to increase from first internals to final university examination.

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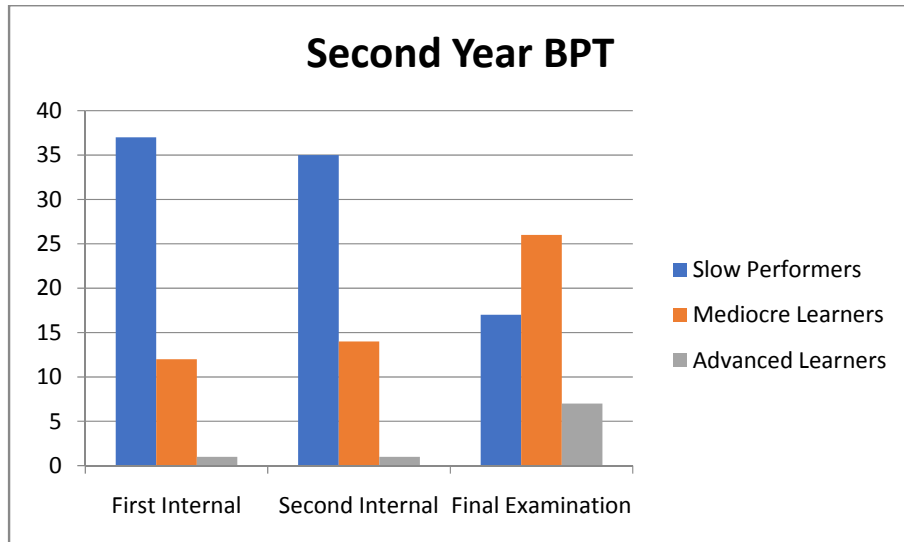


Fig 02: Comparing the 1st Internal exam result to 2nd internal exam and final exams, there is a decrease in the number of the Slow performer students whereas the number of students in the Mediocre learner and the Advanced learner Category increased.

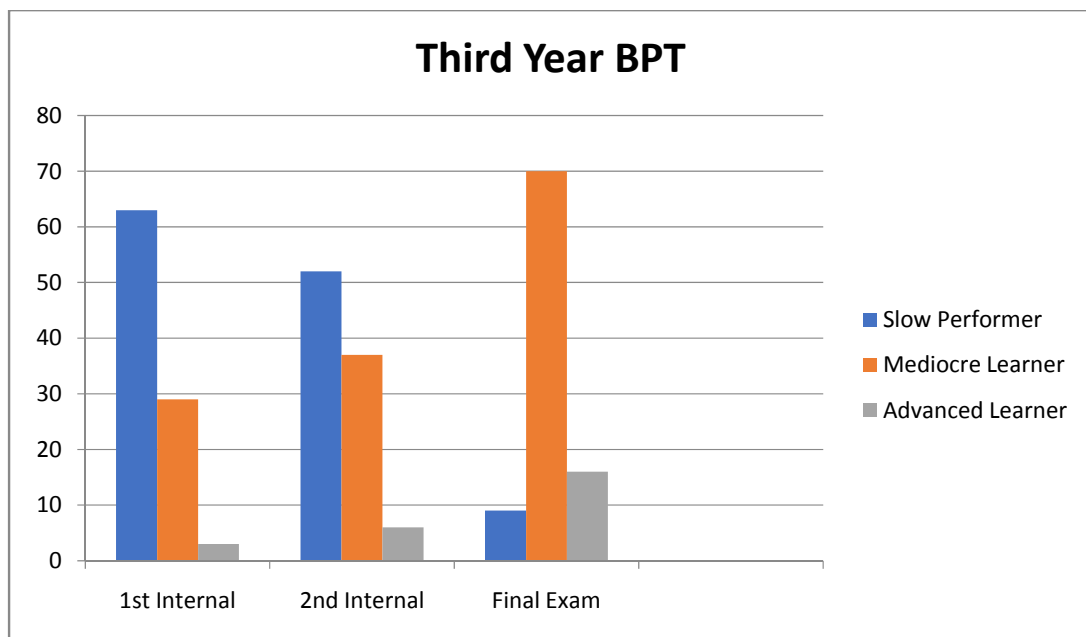


Fig 03: Above graph shows a decrease in number of slow performers and increase in the number of mediocre learners and advanced learners from first internals to final examination.

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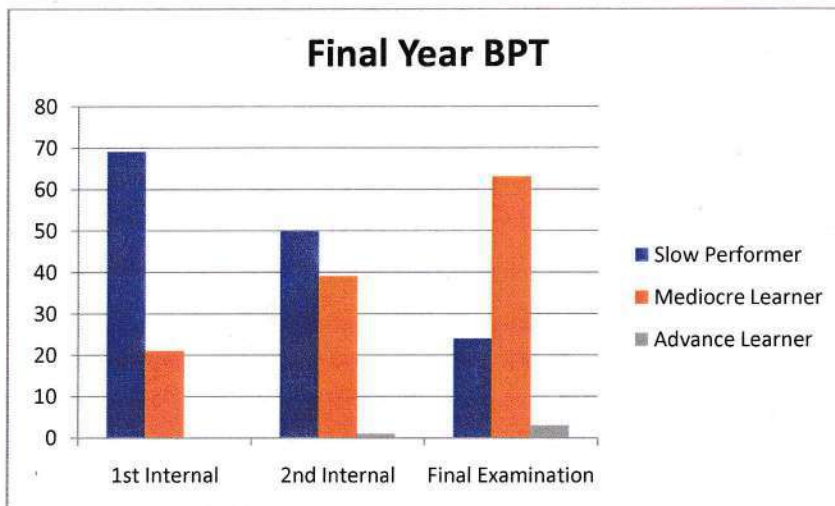


Fig 04: This Graph represent changes in status of student after conduction of SLSS program. The graph shows significant improvement in the level of students. The number of students decreased in Slow Performer category after 1st SLSS programme and Final exam , Mediocre Learner category increased after 1st SLSS program and final exam. Advance Learner category intresed after 1st SLSS and final examination.

3. Conclusion:

The Student Learning Support System seems to be helpful for increasing the performance of the students from the first internals to final university examination.

4. Recommendations, if any:

1. Nil

5. Action taken on the recommendations of preceding year: Nil

Prof. Lata D. P. M.Sc. P.T. PhD

Principal

College of Physiotherapy,

Sumandeep Vidyapeeth

Email: principal.physiotherapy@sumandeepvidyapeethdu.edu.in

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**DEPARTMENT OF MANAGEMENT
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STUDENT LEARNING SUPPORT SYSTEM

ANNUAL REPORT

Academic Year: 2018-19

1. Introduction: The Student Learning Support System was introduced in teaching schedule to improve the newly joined students at the point from where they can feel comfortable with the course. Furthermore, the system continues thought the course. The aim of this system was to introduce students regarding the course, its scope, foundation knowledge requires to understand the course. During the continuation of programme, the focus is to improve the overall academic performance of the student by identification of students as Slow Performer, Mediocre Learner and Advance Learner. This identification helps in categorisation of students which helps teaching faculty to focus on students in a manner that will improve different aspects of all students.

2. Details of Newly Admitted Students in Postgraduate Programmes

A. Categorization: MBA (Healthcare) Full Time and Part Time

Name of Program	Semester of study	Previous Examination	Categorization of Students		
			Slow Performers	Mediocre Learners	Advanced Learners
MBA (Healthcare) – Full Time	I Semester	BDS/BPT/B.Sc/ B.Com/BBA	10	05	00
MBA (Healthcare) – Part Time	I Semester	BDS/BPT/B.Sc/ B.Com/BBA	03	02	01

B. Brief description and Support Sessions undertaken for all the categorized students:

MBA (Healthcare) Full Time - I Semester

Sr. No.	Title of Program	Date	Teaching Faculty involved	Outcome
1	Interactive Session on Management in Healthcare	03/09/2018	Dr. Pinkal Shah	Students can aware regarding how to use management in Healthcare Sector.
2	Special session on Soft Skills	05/09/2018 07/09/2018	Mr. Rahul Sharma	Students required some improvement in Soft Skill development after the bachelor so it will help them for their job placement

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MBA (Healthcare) Part Time - I Semester

Sr. No.	Title of Program	Date	Teaching Faculty involved	Outcome
1	Interactive Session on Management in Healthcare	03/09/2018	Dr. Pinkal Shah	Students can aware regarding how to use management in Healthcare Sector.

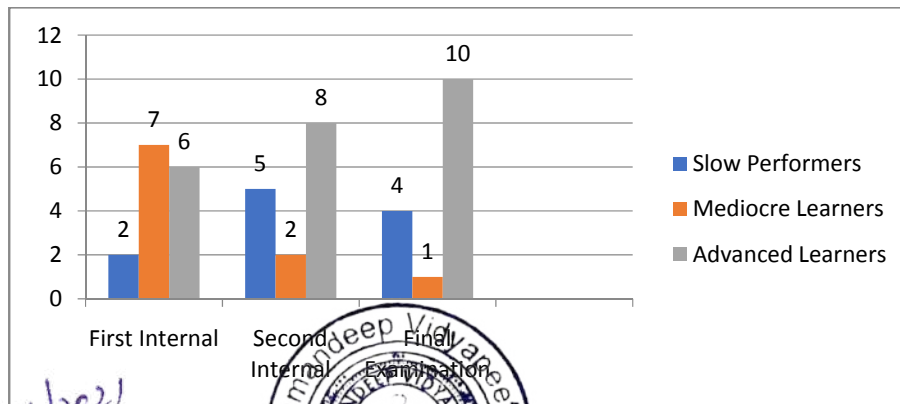
3. Performance of Student's in each Examination:

A. Categorization:

Name of Program	Year / Semester of study	Examination	Number of students		
			Slow Performers	Mediocre Learners	Advanced Learners
MBA (Healthcare) – Full Time	1 st Semester	First Internal	02	07	06
		Second Internal	05	02	08
		Final Examination	04	01	10
	2 nd Semester	First Internal	04	01	09
		Second Internal	06	00	08
		Final Examination	02	00	12
	3 rd Semester	First Internal	01	04	06
		Second Internal	03	01	07
		Final Examination	01	00	10
	4 th Semester	First Internal	03	01	06
		Second Internal	04	00	06
		Final Examination	01	00	09
MBA (Healthcare) – Part Time	1 st Semester	First Internal	02	00	03
		Second Internal	02	00	03
		Final Examination	02	00	03

B. Program wise Outcome Analysis:

1. MBA (Healthcare) Full Time - 1st Semester



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Fig 01: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students increased in Slow Performer category form 02 to 05 after 1st SLSS programme and decreased from 05 to 04 in Final exam, Mediocre Learner category decreased from 07 to 02 after 1st SLSS and decreased form 02 to 01 after final exam. Advance Learner category increased from 06 to 08 after 1st SLSS and from 08 to 10 after final examination.

2. MBA (Healthcare) Full Time – 2nd Semester

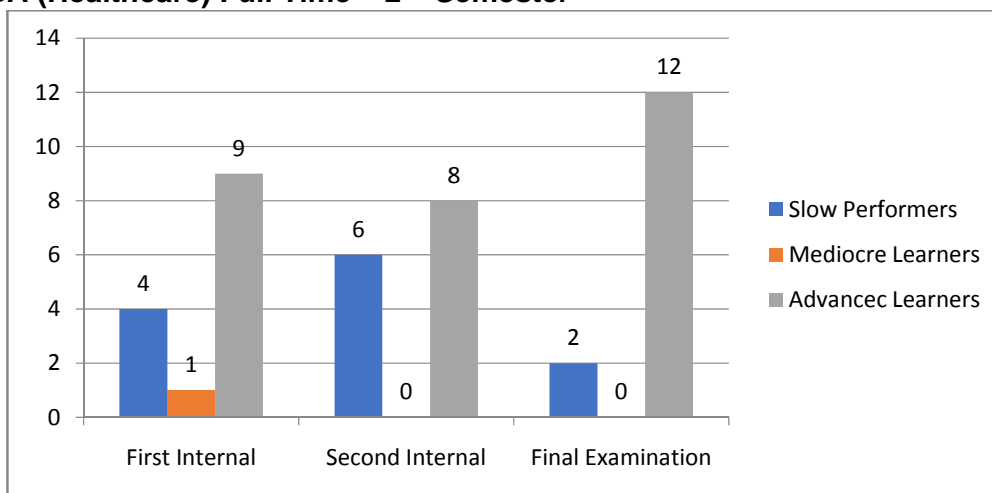
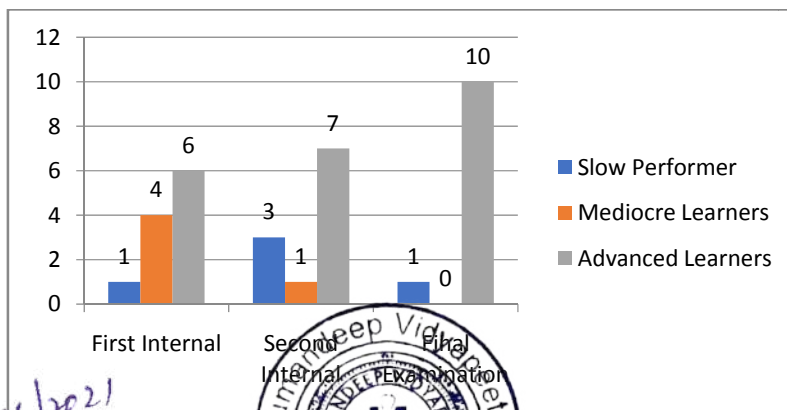


Fig 02: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students increased in Slow Performer category form 04 to 06 after 1st SLSS programme and decreased from 06 to 02 in Final exam, Mediocre Learner category decreased from 01 to 00 after 1st SLSS and after final exam. Advance Learner category decreased from 10 to 09 after 1st SLSS and from 09 to 13 after final examination.

3. MBA (Healthcare) Full Time – 3rd Semester



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Fig 03: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. Under the Slow Performer category increased from 01 to 03 after 1st SLSS and again decreased form 03 to 01 after final exam., while under Mediocre Learner category increased from 04 to 03 after 1st SLSS and again decreased form 03 to 01 after final exam. Advance Learner category increased from 06 to 07 after 1st SLSS and from 07 to 10 after final examination.

4. MBA (Healthcare) Full Time – 4th Semester

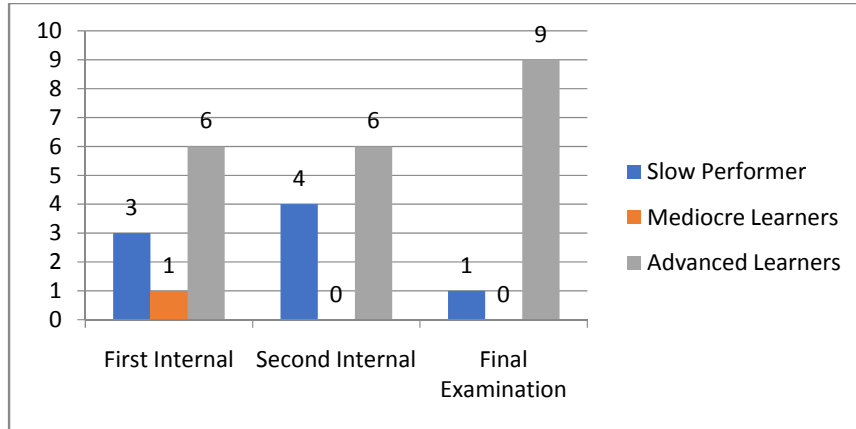


Fig 04: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. Under the Slow Performer category increased from 03 to 05 after 1st SLSS and again decreased form 05 to 01 after final exam., while under Mediocre Learner category decreased from 01 to 00 after 1st SLSS and after final exam also. Advance Learner category decreased from 07 to 06 after 1st SLSS and from 06 to 10 after final examination.

5. MBA (Healthcare) Part Time – 1st Semester

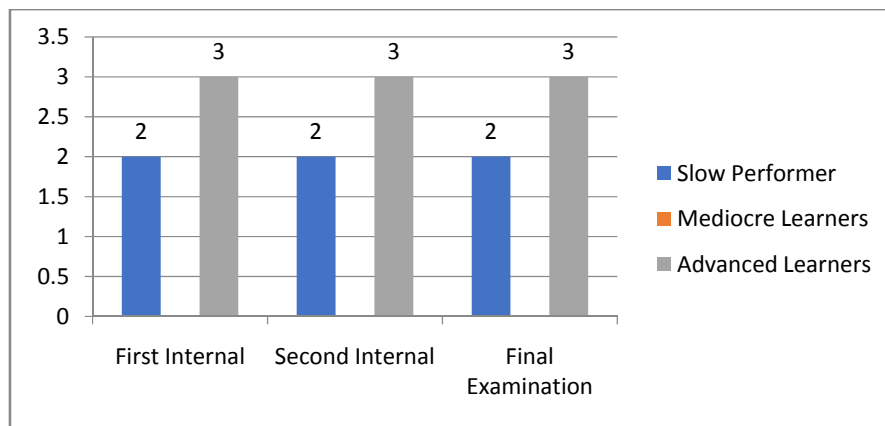


Fig 05: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. Under the Slow Performer category remain same that is 03 after 1st SLSS and increased from 03 to 04 after final examination. while under Mediocre Learner category number of students are 0. Advance Learner category remain same that is 04 after 1st SLSS and decreased from 04 to 03 after final examination.

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4. Conclusion:

From the above data of all students it has been observed that there is SLSS programme helps in improving the status of the students and overall academic performance of the individual students. The data has showing significant improvement in the marks of the students.

5. Recommendations, if any: Nil

6. Action taken on the recommendations of preceding year: Nil

Signature of Head of the Institute

Attested CTC

24/06/2021

Vice-Chancellor
Sumandeep Vidyapeeth
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Smt. B. K. Shah Medical Institute & Research Centre

CONSTITUENT INSTITUTE OF SUMANDEEP VIDYAPEETH
AN INSTITUTION DEEMED TO BE UNIVERSITY



STUDENT LEARNING SUPPORT SYSTEM

ANNUAL REPORT

Academic Year: 2019-2020

1. Introduction: The **Student Learning Support System** was introduced in the teaching schedule primarily to improvise the newly admitted students at the point where they are new to the course feel comfortable with the course. Furthermore, the system continues throughout the course. The main aim was to introduce students regarding the course, its scope; foundation and knowledge, required to understand the course. During the continuation of program, the focus is to improve the overall academic performance of the students by identifying student as “Slow Performer”, “Mediocre learner” and “Advance learner”. This identification helps in the categorisation of students which helps the teaching faculties to focus on students in a manner that will improve different aspects of all the students.

2. Details of Newly Admitted Students in Undergraduate Program

A. Categorization:

Name of Program	Year / Semester of study	Previous Examination	Categorization of Students		
			Slow Performers	Mediocre Learners	Advanced Learners
First year MBBS	2019-2020	HSC	11	43	96

B. Brief description and Support Sessions undertaken for all the categorized students:

Sr. No.	Title of Program	Date	Teaching Faculty involved	Outcome
1	For First year MBBS: 1 month foundation course includes: campus orientation, patient safety, local language programs, communication skills, Computer skills, self	1/8/19-31/8/19	1. Dr. Getanjali Purohit 2. Dr Kinjal Jethwa 3. Dr DVSS Ramavtaram 4. Mrs Priyanka sharma 5. Dr Tejas shah 6. Dr Himani Pandya 7. Dr Neta Vaisnani 8. Dr Sunil Doshi 9. Dr. Pushna shah	New Students admitted were from diverse places from India, so this orientation program has not only made them familiar to our campus rather they also have learnt a lot about curriculum including medical

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Vice-Chancellor

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Smt. B. K. Shah Medical Institute & Research Centre

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	directed learning, time management, stress management etc		10. Dr Hetalpandya 11. Dr Arti muley 12. Dr. Mihir Mehta 13. Dr Rippalbhmani 14. Dr K.M.Parmar 15. Dr.Lavleshkumar 16. Dr Niraj Pandit	ethics, professionalism and basic medical skills

3. Performance of Student's in each Examination:

A. Categorization:

Name of Program	Year / Semester of study	Examination	Number of students		
			Slow Performers	Mediocre Learners	Advanced Learners
MBBS	First year	First Internal	137	13	0
		Second Internal	19	112	09
		Final Examination	23	99	28
	Second year	First Internal	99	27	07
		Second Internal	19	92	22
		Final Examination	17	94	22
	Third First	First Internal	135	01	-
		Second Internal	112	22	02
		Final Examination	99	35	02
	Final year	First Internal	120	03	--
		Second Internal	64	59	--
		Final Examination	61	62	--

B. Program wise Outcome Analysis:

(Provide brief description and Analysis, along with Graphical presentation)

1. FIRST MBBS:

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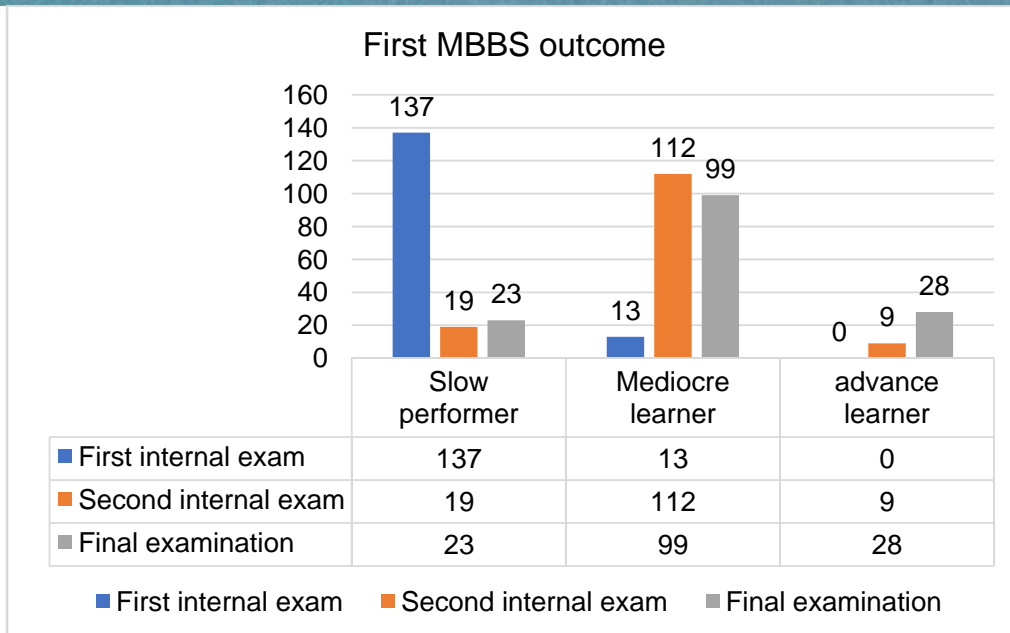
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In the first year MBBS the number of slow performers has reduced from 137 to 23, while the number of advance learners have hiked from 0 to 28

2. Figure 2- FOR SECOND YEAR MBBS:

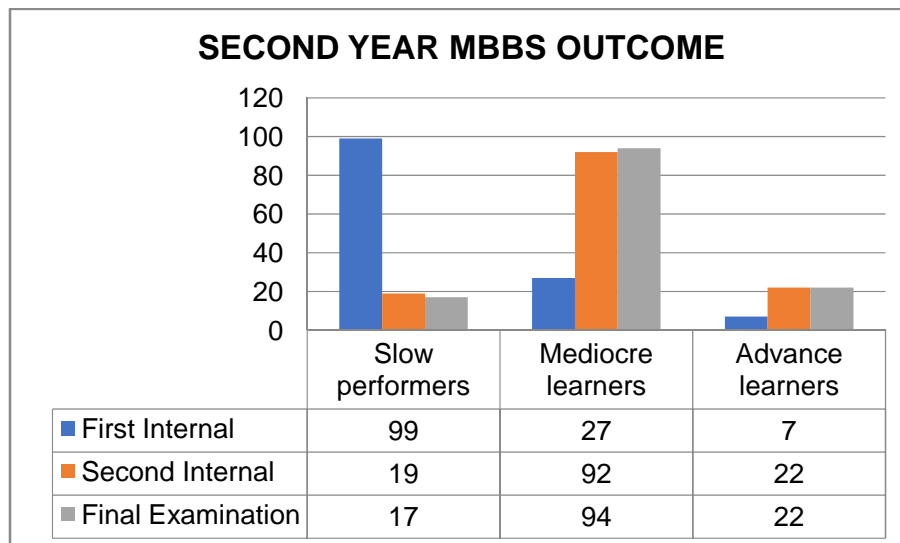


FIGURE 2 After first internal examination the number of slow performers have been reduced from 99 to 19 and number of mediocre learners have raised from 27 to 92 and advance learners hiked from 7 to 22.

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3. Figure 3: Third first MBBS:

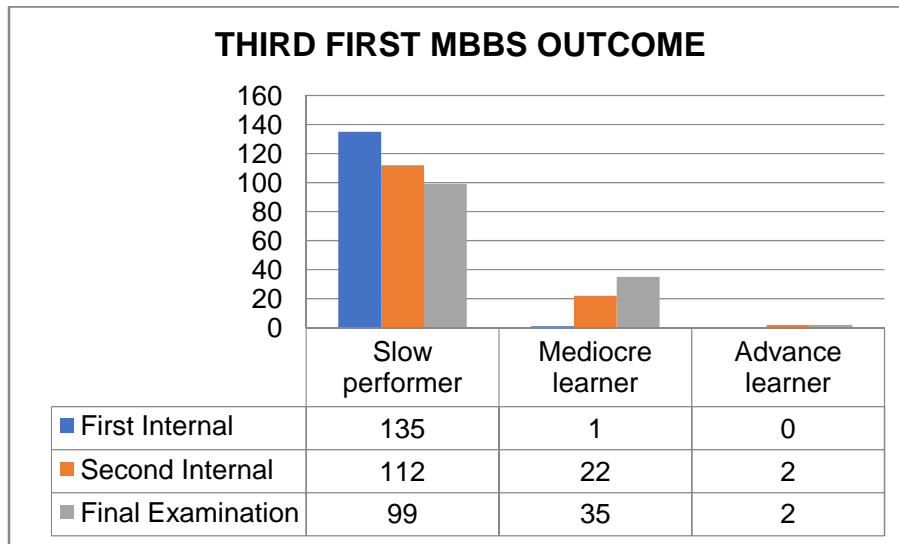


FIGURE 3 : 22 students have been shifted from Slow performer to mediocre learner

Figure 4: Final year MBBS

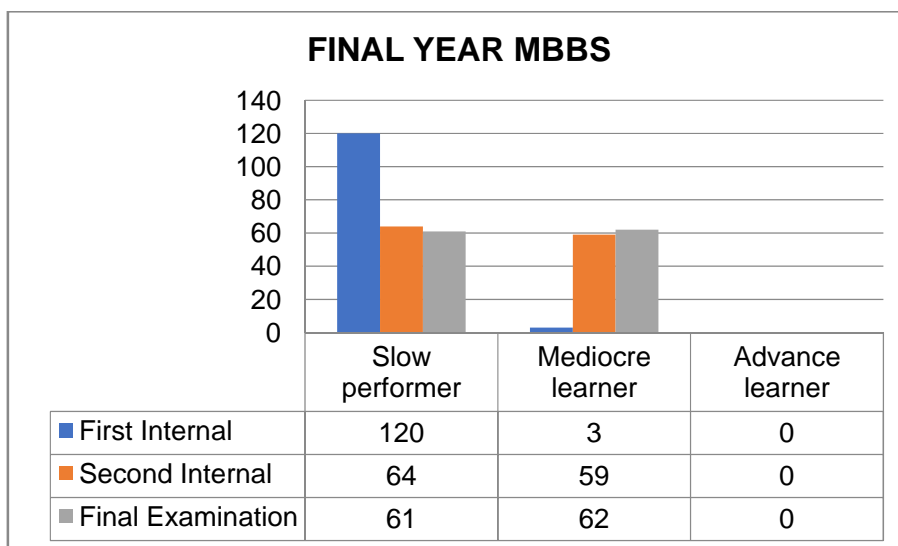


FIGURE 4: 50% Students have been shifted from slow performer to mediocre learner.

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4. **Conclusion:** Through “students learning support system” students were motivated and benefitted. Many of the students have shown incremental status. Apart from the subjective Knowledge, they learnt numerous things; they learn medical ethics, communication skills, professionalism, research and better relationship with patients. The program leads to the holistic development of a student
5. **Recommendations, if any: Nil**
6. **Action taken on the recommendations of preceding year: NIL**

Signature of Head of the Institute



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Student Learning Support System ANNUAL REPORT

Academic Year: 2019-2020

1. Introduction: The Student Learning Support System was introduced in teaching schedule to improve the newly joined students at the point from where they can feel comfortable with the course. Furthermore, the system continues thought the course. The aim of this system was to introduce students regarding the course, its scope; foundation knowledge requires understanding the course. During the continuation of programme, the focus is to improve the overall academic performance of the student by identification of students as slow performer, Mediocre Learner and Advance Learner. This identification helps in categorisation of students which helps teaching faculty to focus on students in a manner that will improve different aspects of all students.

2. Details of Newly Admitted Students in Diploma and Undergraduate Programmes
A. Categorization:

Name of Program	Year / Semester of study	Previous Examination	Categorization of Students		
			Slow Performers	Mediocre Learners	Advanced Learners
BDS	I BDS	HSC	15	23	23

B. Brief description and Support Sessions undertaken for all the categorized students:

Sr. No.	Title of Program	Date	Teaching Faculty involved	Outcome
1	Communication Skills	17.08.2019 19.08.2019	Dr. Vandana Shah	Students learned about Communication skills
2	Time Management	31.08.2019 03.09.2019	Dr. Rashmi Bhavasar	Students learned about time management

3. Performance of Student's in each Examination:

A. Categorization:

Name of Program	Year / Semester of study	Examination	Number of students		
			Slow Performers	Mediocre Learners	Advanced Learners

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BDS	1 st Year	First Internal	34	17	10
		Second Internal	11	23	27
		Final Examination	08	34	22
	2 nd Year	First Internal	60	02	00
		Second Internal	10	09	43
		Final Examination	20	38	04
	3 rd Year	First Internal	34	08	00
		Second Internal	20	22	00
		Final Examination	11	30	01
	Final Year	First Internal	42	00	00
		Second Internal	14	06	22
		Final Examination	13	26	03

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B. Program wise Outcome Analysis:

(Provide brief description and Analysis, along with Graphical presentation)

1st YEAR BDS

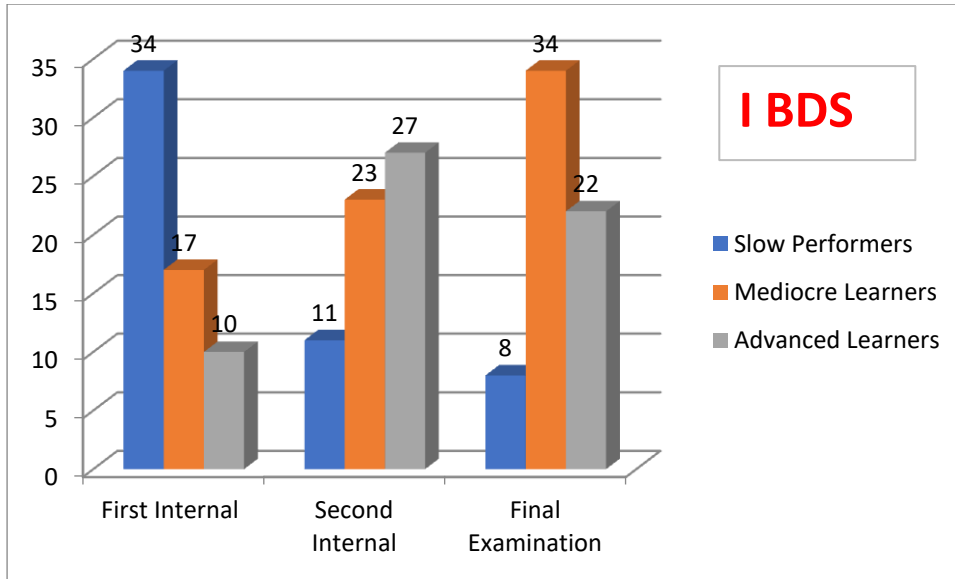


Fig 01: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students in Slow Performer categories as we can see that number of students in Slow Learners are decreasing and Numbers of Students in Mediocre learning had increased. When compared to final outcome of the program ie After Universtity exams there is over all increase in Mediocre Learner and Advanced Learner categories compared to First and second internal Examination of the students.

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IInd YEAR BDS

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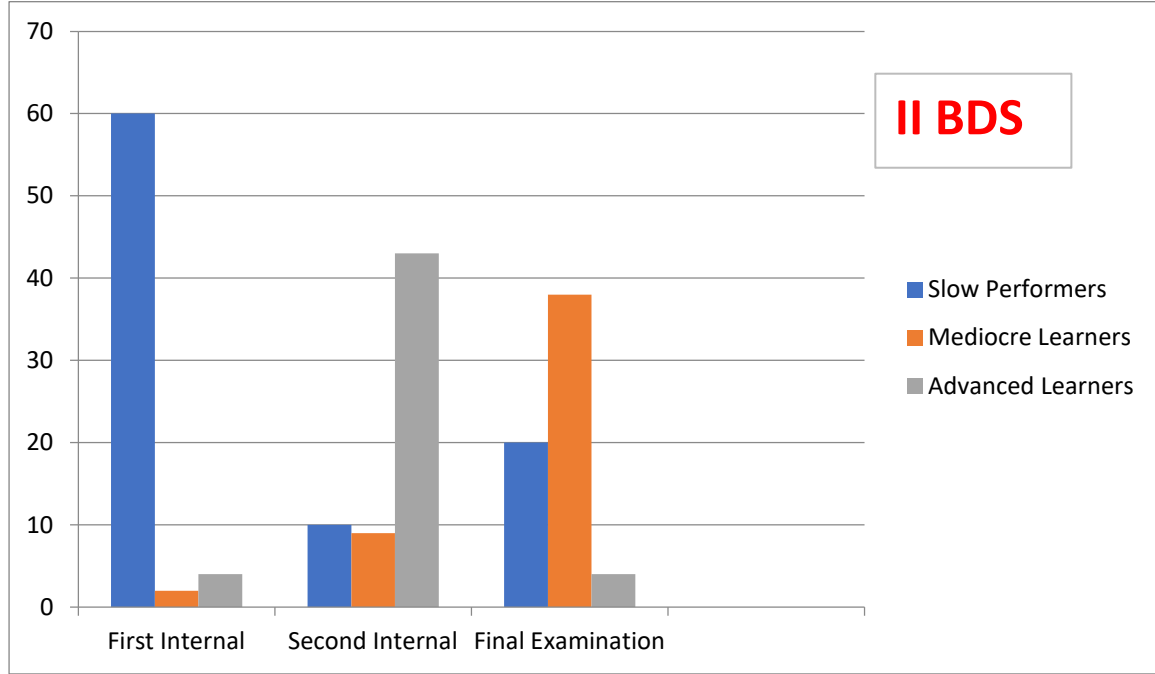


Fig 02: This Graph represent changes in status of student after conduction of SLSS program. The graph have shown significant improvement in the level of students in slow performers in final exam also Mediocre learners are increased. When first internal was compared to final outcome of the program ie After Universtity exams there is over all increase in Mediocre Learners compared to First and second Internal Examination of the students.

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IIIrd YEAR BDS

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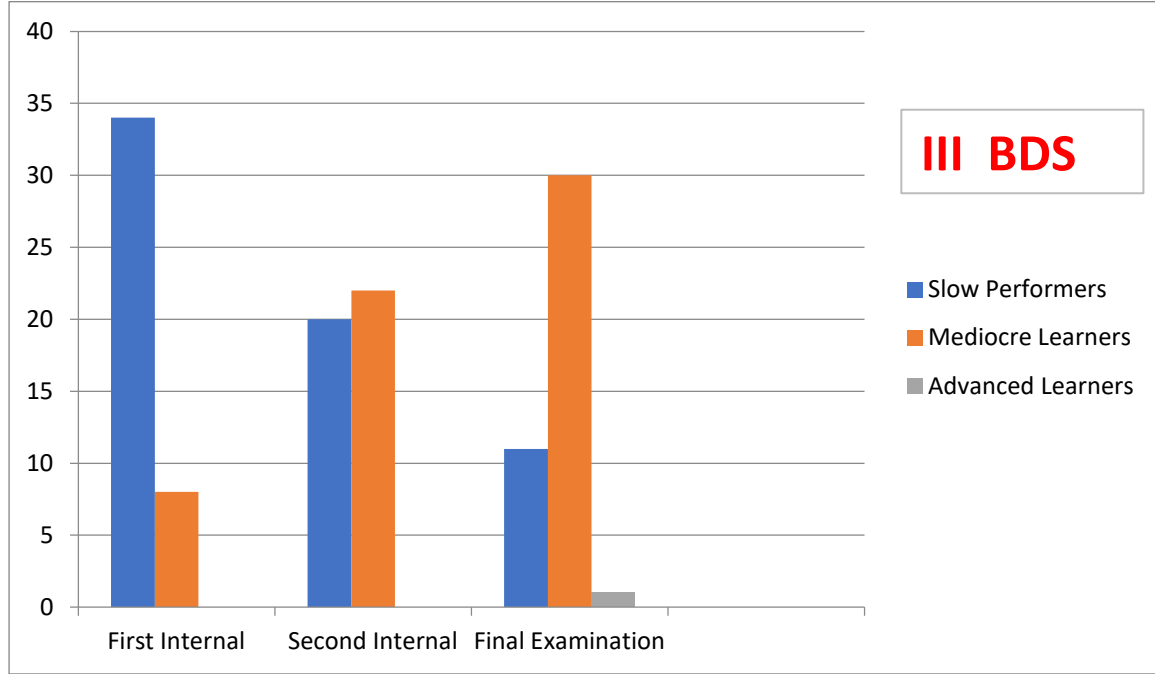


Fig 03: This Graph represent changes in status of student after conduction of SLSS program. The graph have show improvement in the level of students in final examination as compared to first and second internal examiantion.. There are less number of students in Slow Learners category and Numbers of Students in Mediocre learning had increased after second internal examination. When compared to final outcome of the program ie After University exams there is over all increase in Mediocre Learner and Advanced Learner categories compared to First and second internal Exam of the students.

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IVYEAR BDS

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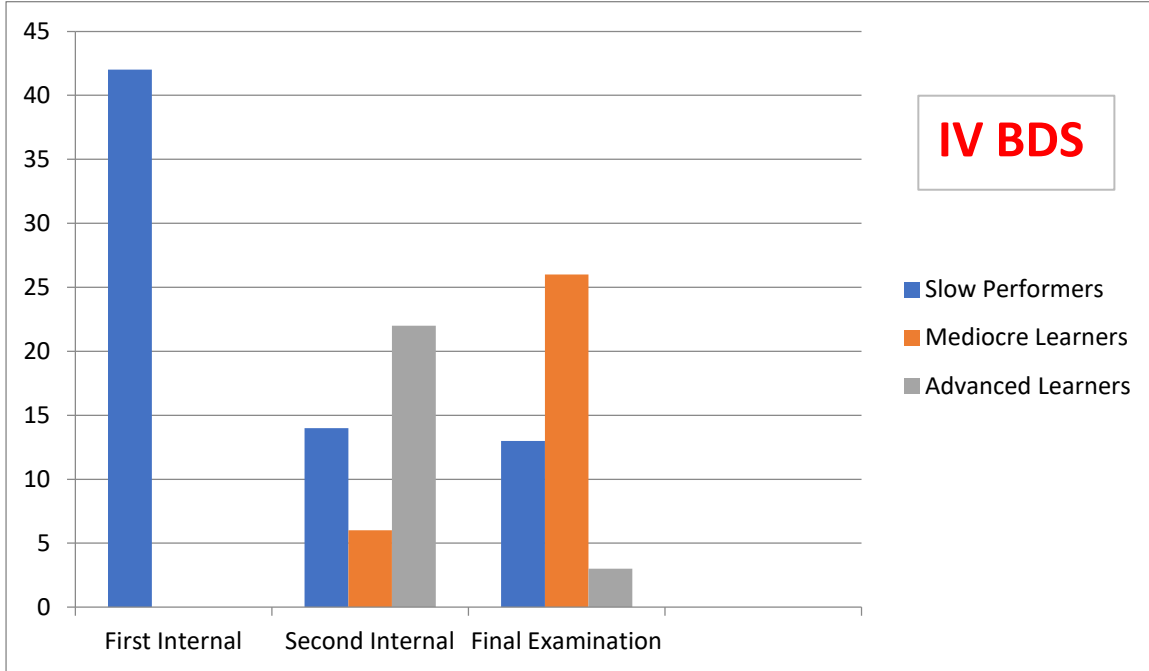


Fig 04: This Graph represent changes in status of student after conduction of SLSS program. The graph have shown that there were no mediocre and advanced learners in first internal but then there was significant improvement in the level of students in Slow Performer categories as we can see that nmbor of students in Slow Learners are decreasing and Numbers of Students in Mediocre learning had increased. When compared to final outcome of the program ie After Universtity exams there is over all incze in Mediocre Learner and advanced learner categories as compared to First internal Exam of the students.

4. Conclusion:

From the data analysis of all students it was concluded that there is SLSS programme helps in improving the status of the students and overall academic performance of the individual students. The analysis is showing significant improvement in the marks of the students.

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5. Recommendations, if any:

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1. IIIBDS advanced learner were less after second internal examination.

6. Action taken on the recommendations of preceding year:

Sr. No.	Recommendations	Action Taken	Outcome
1	For III BDS students after first and second internal examination there was not much increase in advanced learner categories.	Students were monitored for increasing their categories for advanced learners.	There is increase in the number of advanced learners for final BDS students.

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Student Learning Support System

ANNUAL REPORT

Academic Year: 2019-20

1. Introduction: The Student Learning Support System was introduced in teaching schedule to improve the newly joined students at the point from where they can feel comfortable with the course. Furthermore, the system continues thought the course. The aim of this system was to introduce students regarding the course, its scope, foundation knowledge requires to understand the course. During the continuation of programme, the focus is to improve the overall academic performance of the student by identification of students as Slow performer, Mediocre Learner and Advance Learner. This identification helps in categorisation of students which helps teaching faculty to focus on students in a manner that will improve different aspects of all students.

2. Details of Newly Admitted Students in Undergraduate and Integrated Post Graduate Programmes.

A. Categorization:

Name of Program	Year / Semester of study	Previous Examination	Categorization of Students		
			Slow Performers	Mediocre Learners	Advanced Learners
Pharm.D	I year	HSC	04	13	04
B.Pharm	I Sem	HSC	27	06	04

B. Brief description and Support Sessions undertaken for all the categorized students:

Pharm.D I Year

Sr. No.	Title of Program	Date	Teaching Faculty involved	Outcome
1	Special Mathematics class	05/09/2019, 06/09/2019	Mr. Hemal Patel	Improvement in Mathematical skills required for pharmaceutical drug dosage calculations.
2	Special Teaching through video	09/09/2019, 10/09/2019	Dr. Dipti Sohel	Actual view of various Pharmaceutical science process as given in text books.

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3	Interactive sessions on profession related topics with Classmates	16/09/2019, 17/09/2019	Dr. Nirmal Shah	Interactive session to clarify any query related to Pharmacy profession and bring confidence among students for their future.
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B. Pharm^{1st} Semester

Sr. No.	Title of Program	Date	Teaching Faculty involved	Outcome
1.	Special Mathematics class	03/09/2019, 04/09/2019	Mr. Hemal Patel	Improvement in Mathematical skills required for pharmaceutical drug dosage calculations.
2.	Special Biology Class	05/09/2019, 06/09/2019	Dr. Girish Sailor	Improvement in basic biology knowledge useful for understanding Human Anatomy and Physiology and Pathophysiology.
3.	English Communication Skill Development	09/09/2019, 10/09/2019	Dr. Subhasish Chatterjee	English Communication skill is a part of profession required by a Pharmacists communicate with another medical professional.
4.	Interactive sessions on profession related topics with Classmates	12/09/2019, 13/09/2019	Dr. Nirmal Shah	Interactive session to clarify any query related to Pharmacy profession and bring confidence among students for their future.

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3. Performance of Student's in each Examination:

A. Categorization:

Name of Program	Year / Semester of study	Examination	Number of students		
			Slow Performers	Mediocre Learners	Advanced Learners
B.Pharm	1 st Semester	First Internal	27	06	04
		Second Internal	23	05	09
		Final Examination	21	09	07
	2 nd Semester	First Internal	01	02	34
		Second Internal	11	05	21
		Final Examination	11	05	21
	3 rd Semester	First Internal	30	07	10
		Second Internal	28	07	12
		Final Examination	19	12	16
	4 th Semester	First Internal	04	04	27
		Second Internal	05	11	19
		Final Examination	0	0	35
	5 th Semester	First Internal	23	05	10
		Second Internal	21	03	14
		Final Examination	25	07	10
	6 th Semester	First Internal	08	08	18
		Second Internal	17	10	07
		Final Examination	09	06	19
	7 th Semester	First Internal	22	04	10
		Second Internal	18	02	16
		Final Examination	07	07	22
	8 th Semester	First Internal	06	04	26
		Second Internal	28	05	03
		Final Examination	03	10	23
Pharm. D	1 st Year	First Internal	04	08	09
		Second Internal	06	12	03
		Final Examination	02	04	15
	2 nd Year	First Internal	05	10	15

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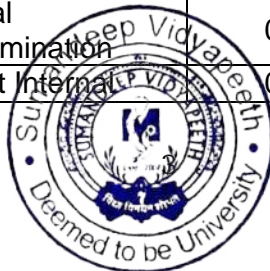
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	3 rd Year	Second Internal	04	11	15	
		Final Examination	01	00	29	
		First Internal	06	11	10	
	4 th Year	Second Internal	04	11	12	
		Final Examination	00	15	12	
		First Internal	04	04	27	
	5 th Year	Second Internal	05	11	19	
		Final Examination	00	00	35	
		First Internal	02	04	18	
			Second Internal	04	07	13
			Final Examination	00	01	23

B. Program wise Outcome Analysis:

(Provide brief description and Analysis, along with Graphical presentation)

1. B. Pharm 1st Semester

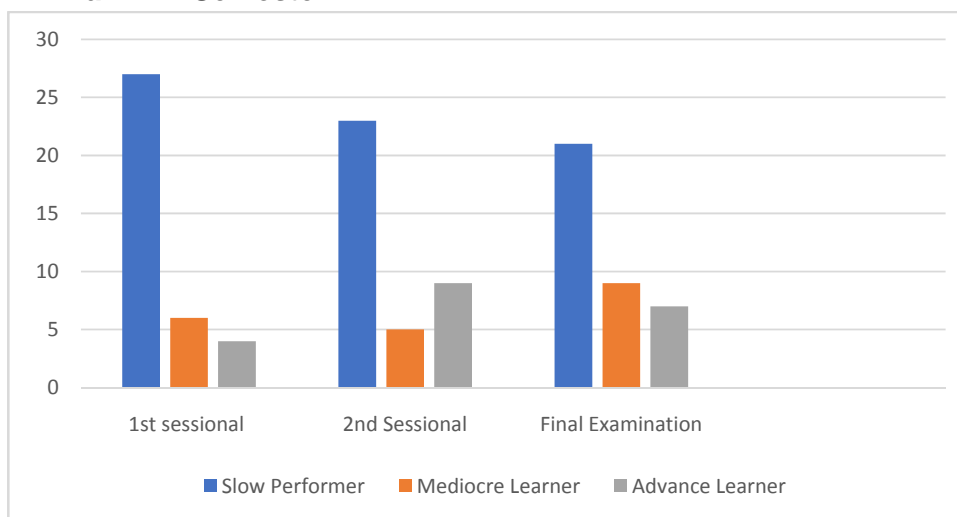


Fig 01: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students decreased in Slow Performer category form 27 to 23 after 1st SLSS programme and from 23 to 21 in Final exam , Mediocre Learner category decreased from 06 to 05 after 1st SLSS and increased form 05 to 09 after final exam. Advance Learner category increased from 04 to 09 after 1st SLSS and decreased from 09 to 07 after final examination.

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2. B. Pharm 2nd Semester

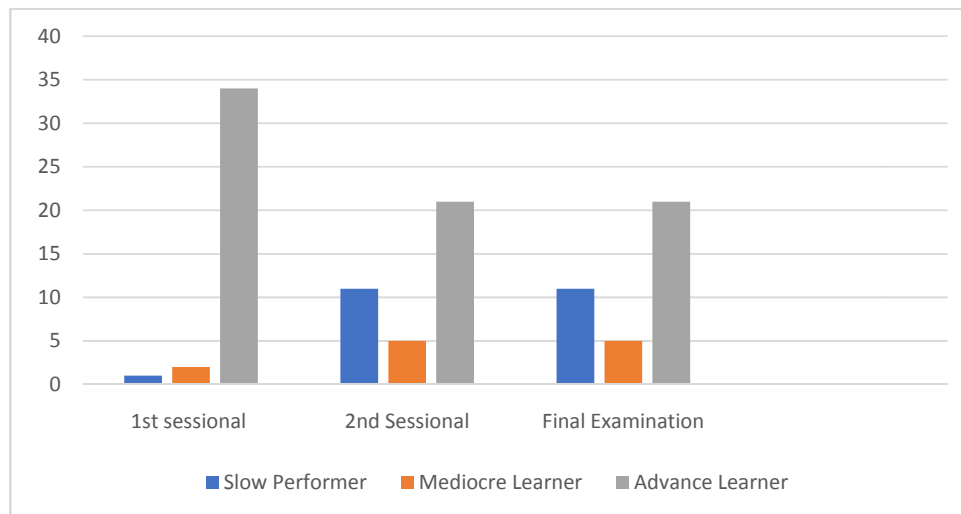


Fig 02: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students Increased in Slow Performer category from 01 to 11 after 1st SLSS programme and remain same 11 to 11 in Final exam , Mediocre Learner category increased from 02 to 05 after 1st SLSS and remained same 05 to 05 after final exam. Advance Learner category decreased from 34 to 21 after 1st SLSS and remained same 21 to 21 after final examination.

3. B. Pharm 3rd Semester

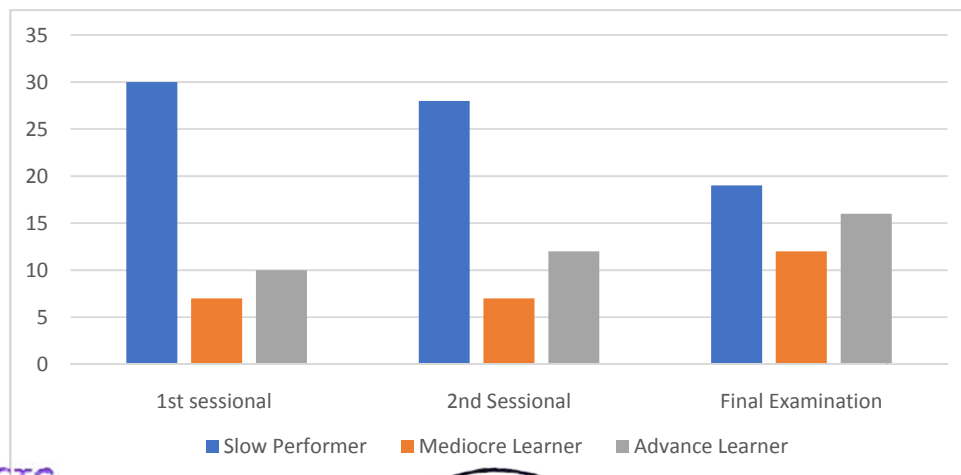


Fig 03: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students decreased in Slow Performer category form 30 to 28 after 1st SLSS

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programme and from 28 to 19 in Final exam , Mediocre Learner category remained same from 07 to 07 after 1st SLSS and increased form 07 to 12 after final exam.Advance Learner category increased from 10 to 12 after 1st SLSS and from 12 to 16 after final examination.

4. B. Pharm 4th Semester

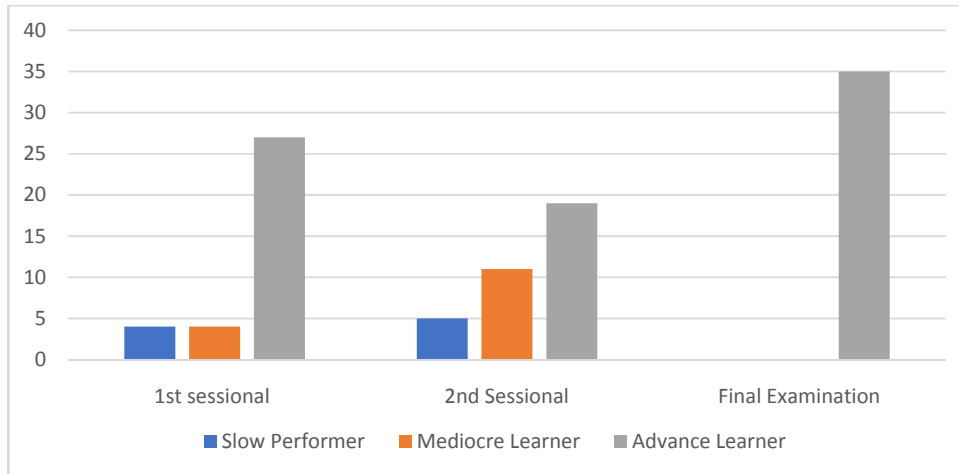


Fig 04: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students increased in Slow Performer category form 04 to 05 after 1st SLSS programme and decreased from 05 to 00 in Final exam , Mediocre Learner categoryincreased from 04 to 11 after 1st SLSS and decreased form 11 to 00in final exam.Advance Learner category decreased from 27to 19 after 1st SLSS and increased from 19 to 35 after final examination.

5. B. Pharm 5th Semester

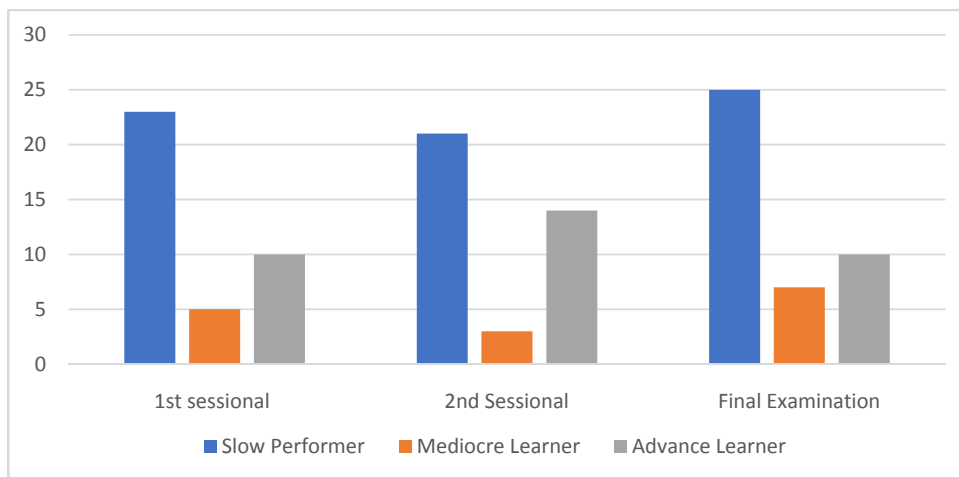


Fig 05: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students decreased in Slow Performer category form 25 to 17 after 1st SLSS programme and decreased from 17 to 25 in Final exam , Mediocre Learner category increased from 08 to 09 after 1st SLSS and decreased form 09 to 07 after

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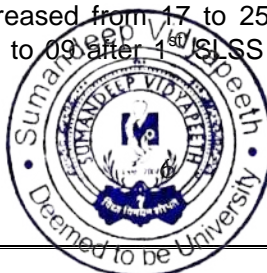
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final exam. Advance Learner category remained from 04 to 11 after 1st SLSS and increased from 11 to 10 after final examination.

6. B. Pharm 6th Semester

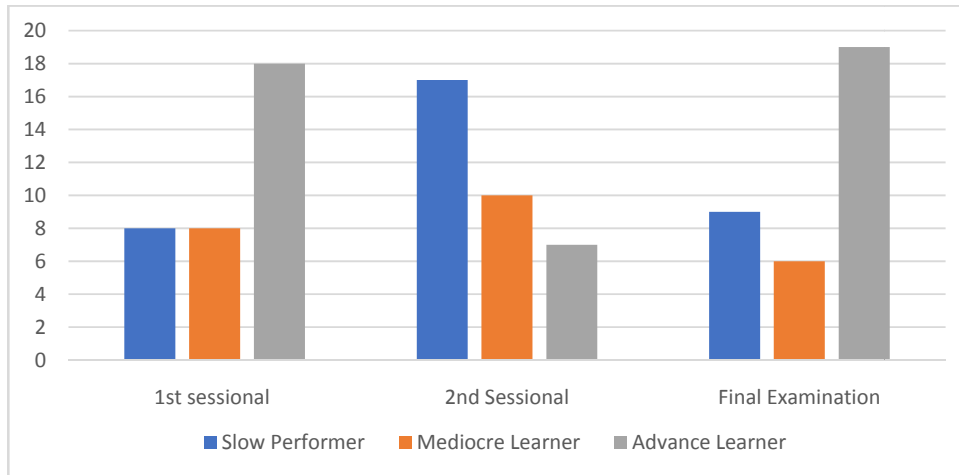


Fig 06: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students increased in Slow Performer category form 08 to 17 after 1st SLSS programme and decreased from 17 to 09 in Final exam , Mediocre Learner category increased from 08 to 10 after 1st SLSS and decreased form 10 to 06 after final exam. Advance Learner category decreased from 18 to 07 after 1st SLSS and increased from 07 to 19 after final examination.

7. B. Pharm 7th Semester

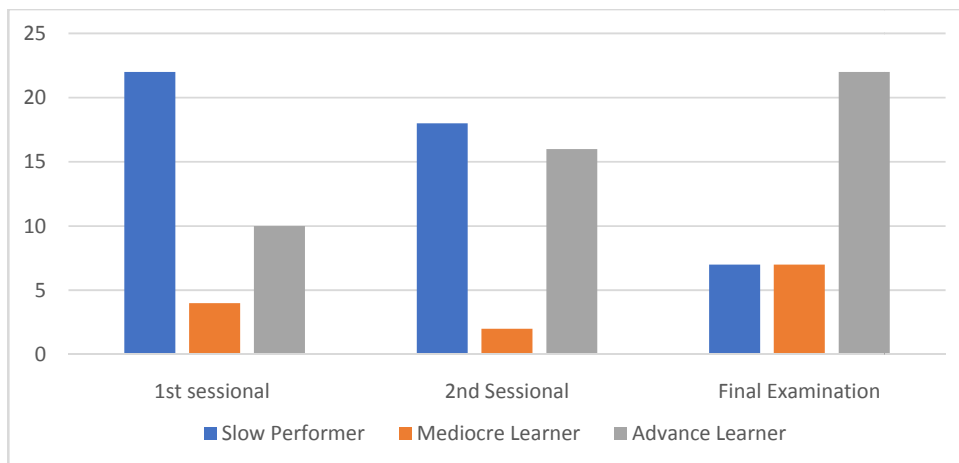


Fig 07: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students decreased in Slow Performer category form 22 to 18 after 1st SLSS programme and from 18 to 07 in final exam , Mediocre Learner category

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decreased from 04 to 02 after 1st SLSS and decreased form 02 to 07 after final exam. Advance Learner category increased from 10 to 16 after 1st SLSS and from 16 to 22 after final examination.

8. B. Pharm 8th Semester

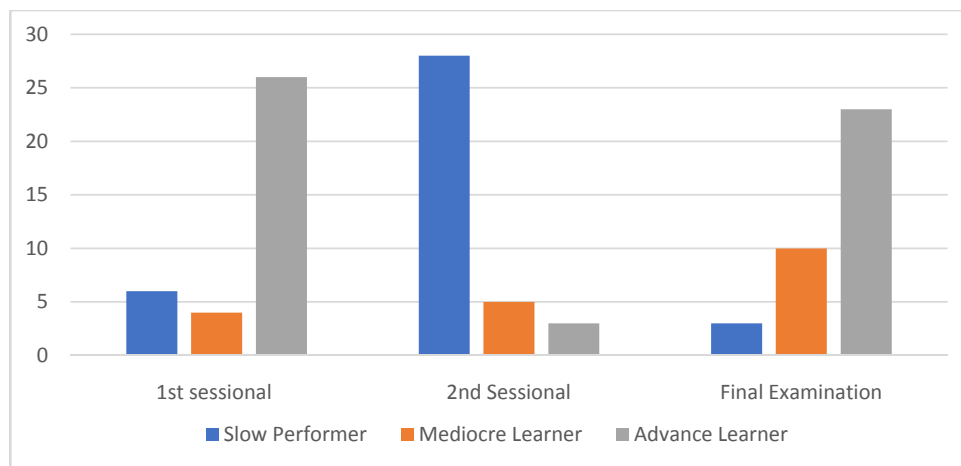


Fig 08: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students increased in Slow Performer category form 06 to 28 after 1st SLSS programme and decreased from 28 to 03 after Final exam , Mediocre Learner category increased from 04 to 05 after 1st SLSS and increased from 05 to 10 after final exam. Advance Learner category decreased from 26 to 03 after 1st SLSS and increased from 03 to 23 after final examination.

9. Pharm. D 1st Year

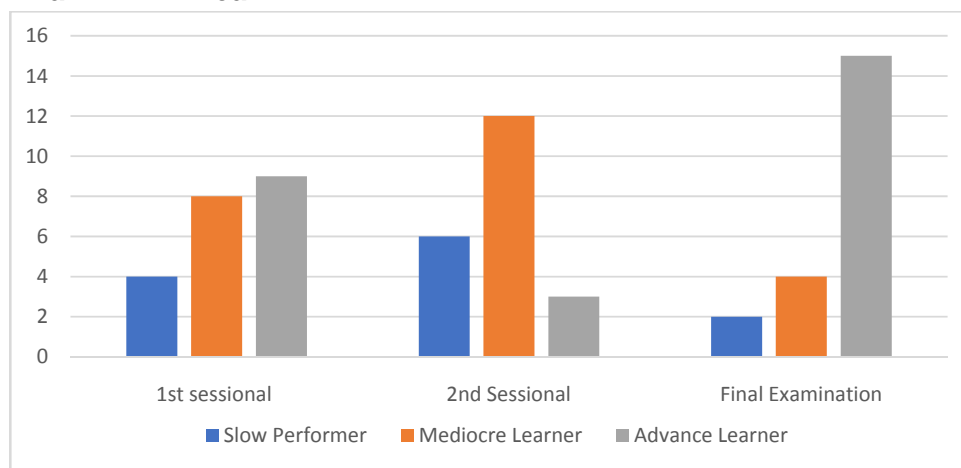


Fig 09: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students increased in Slow Performer category form 04 to 06 after 1st SLSS programme and decreased from 06 to 02 after Final exam, Mediocre Learner category increased from 08 to 12 after 1st SLSS and decreased from 12 to 04 after final exam. Advance Learner category decreased from 09 to 03 after 1st SLSS and increased from 03 to 15 after final examination.

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10. Pharm. D 2nd Year

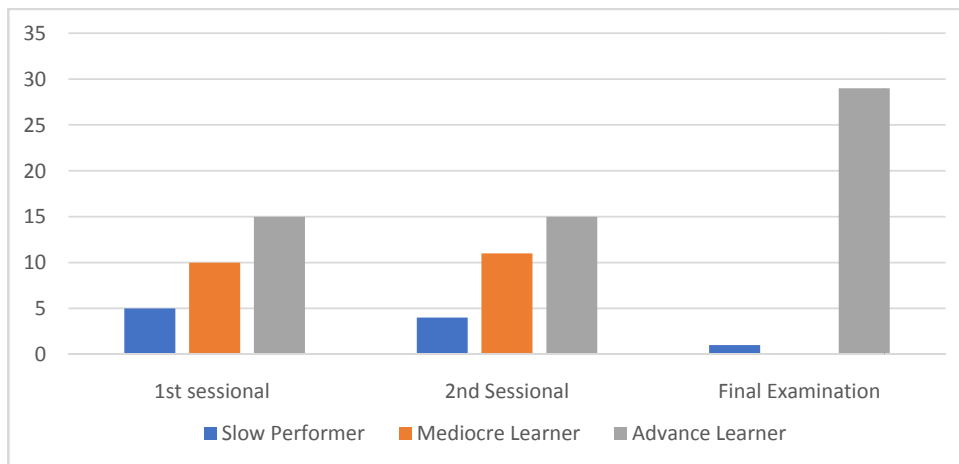


Fig 10: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students decreased in Slow Performer category form 05 to 04 after 1st SLSS programme and from 04 to 01 after Final exam , Mediocre Learner category increased from 10 to 11 after 1st SLSS and decreased from 11 to 00 after final exam. Advance Learner category remained same from 15 to 15 after 1st SLSS and increased from 15 to 29 after final examination.

11. Pharm. D 3rd Year

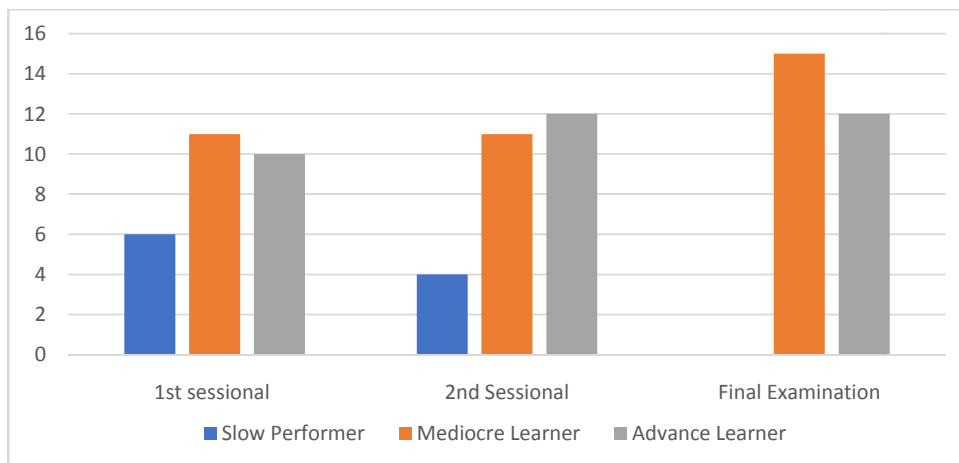


Fig 11: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students decreased in Slow Performer category form 06 to 04 after 1st SLSS programme and from 04 to 00 after Final exam , Mediocre Learner category remained same from 11 to 11 after 1st SLSS and increased from 11 to 15 after final

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exam. Advance Learner category increased from 10 to 12 after 1st SLSS and remained same from 12 to 12 after final examination.

12. Pharm. D 4th Year

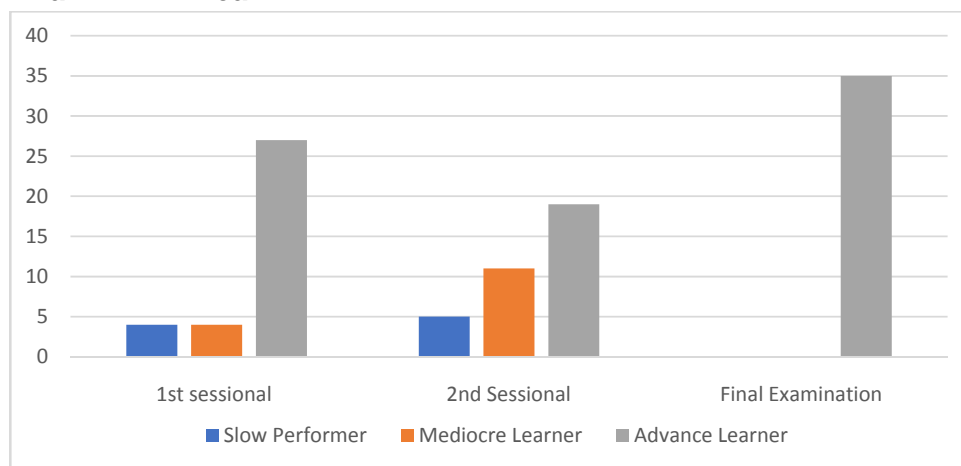


Fig 12: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students increased in Slow Performer category form 04 to 05 after 1st SLSS programme and decreased from 05 to 00 after Final exam , Mediocre Learner category increased from 04 to 11 after 1st SLSS and decreased from 11 to 00 after final exam. Advance Learner category decreased from 27 to 19 after 1st SLSS and increased from 19 to 35 after final examination.

13. Pharm. D 5th Year

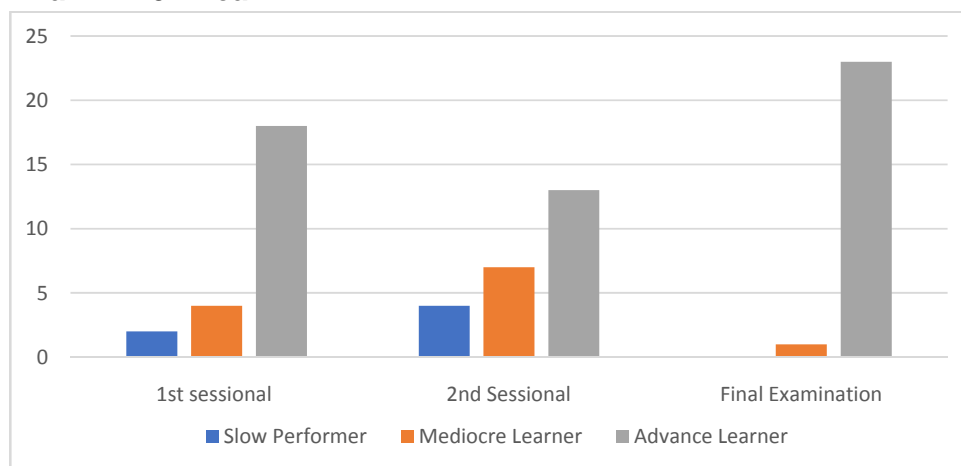


Fig 13: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students increased in Slow Performer category form 02 to 04 after 1st SLSS programme and decreased from 04 to 00 after Final exam , Mediocre Learner category increased from 04 to 07 after 1st SLSS and decreased from 07 to 01 after final exam. Advance Learner category decreased from 18 to 13 after 1st SLSS and increased from 13 to 23 after final examination.

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**DEPARTMENT OF PHARMACY
SUMANDEEP VIDYAPEETH**

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Dist. Vadodara- 391760 (Gujarat)

Dr. A. K. Seth
HOD

Phone: +91 2668 245073
URL: www.sumandeepuniversity.org

4. Conclusion:

From the analysis of SLSS programme data it was concluded that, there was a significant improvement in the status of the students. Most of the students have significantly improved in their academic performance at the end of final examination.

5. Recommendations, if any: Result in 2nd Semester B. Pharm was not satisfactory, Teachers are instructed to ^{give} more attention on them and resolve their queries, if required conduct extra classes.

6. Action taken on the recommendations of preceding year: Nil

Signature of Head of the Institute

**HOD/DIRECTOR
DEPT. OF PHARMACY
SUMANDEEP VIDYAPEETH UNIVERSITY
Pipariya. Ta. Waghodia.
Dist. Vadodara-391 760.**

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Student Learning Support System

Annual Report

Academic Year: 2019-2020

1. Introduction: The Student Learning Support System was introduced in teaching schedule to improve the newly joined students at the point from where they can feel comfortable with the course. Furthermore, the system continues throughout the course. The aim of this system was to introduce students regarding the course, its scope; foundation knowledge required to understand the course. During the continuation of programme, the focus is to improve the overall academic performance of the student by identification of student as slow performer, mediocre learner and advance learner. This identification helps in categorisation of students which helps teaching faculty to focus on students in a manner that will improve different aspects of students.

2. Details of Newly Admitted Students in Diploma and Undergraduate Programmes

A. Categorization:

Name of Program	Year / Semester of study	Previous Examination	Categorization of Students		
			Slow Performers	Mediocre Learners	Advanced Learners
B.Sc Nursing	First Year	12 th Standard	75	19	06
P.B.B.Sc Nursing	First Year	GNM	15	10	05

B. Brief description and Support Sessions undertaken for all the categorized students:

First Year B.Sc Nursing

Sr. No.	Title of Program	Date	Teaching Faculty involved	Outcome
1	Interactive sessions on profession related topics with immediate Higher class Students	21/09/2019	Mrs. Rachana Joshi	Interactive session was helpful in clarifying queries related to profession and brings confidence among students for their future.
2	Communication Skills	19/10/2019	Mrs. Rachana Joshi	Improves the communication skills
3	Computer Class	16/11/2019	Mrs. Bhoomika Patel	Helps in having a good technical base
4	Seminar on Personality Development	03/12/2019	Mr. Niyaz Quraishi (Motivational speaker & trainer) Cell IIT Kanpur	An attempt for modification of personality as to suite it for the

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				chosen profession.
First Year P.B.B.Sc Nursing				
Sr. No.	Title of Program	Date	Teaching Faculty involved	Outcome
1	Interactive sessions on profession related topics with immediate Higher class Students	03/10/19	Mrs. Vruti Patel	Interactive session was helpful in clarifying queries related to profession and brings confidence among students for their future.
2	Learning through Debate	21/10/19	Mrs. Robby Solanki	Improves the cognitive skills
3	English language Class	13/10/19	Mr. Madan Kumar	Helps in having a good language base
4	Personality Development	03/12/2019	Mr. Niyaz Quraishi (Motivational Speaker & trainer) E-cell IIT Kanpur	An attempt for modification of personality as to suite it for the chosen profession.

3. Performance of Student's in each Examination:

A. Categorization:

Name of Program	Year / Semester of study	Examination	Number of students		
			Slow Performers	Mediocre Learners	Advanced Learners
B.Sc Nursing	First Year	First Internal	80	11	9
		Second Internal	56	34	10
		Final Examination	20	53	25
B.Sc Nursing	Second Year	First Internal	94	5	0
		Second Internal	27	65	7
		Final Examination	13	75	11
B.Sc Nursing	Third Year	First Internal	75	14	4
		Second Internal	19	53	20
		Final Examination	20	57	12
B.Sc Nursing	Final Year	First Internal	66	12	6
		Second Internal	10	23	51
		Final Examination	3	39	39
P.B.B.Sc Nursing	First Year	First Internal	24	5	1
		Second Internal	22	5	2
		Final Examination	4	17	8

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P.B.B.Sc Nursing	Second Year	First Internal	8	17	5
		Second Internal	20	7	3
		Final Examination	0	17	13

Note:

- In B.Sc Nursing First Year: 2 students discontinued before Final Examination.
- In B.Sc Nursing Third Year: Total 10 students discontinued/ not given the respective examination(6 students for first internal, 7 students for second internal & 10 for final examination)
- In B.Sc Nursing Final Year: Total 4 students have not appeared in the Final Examination.
- In P.B.B.Sc Nursing First Year: 1 student discontinued from Second Internal examination.

B. Program wise Outcome Analysis:

1. First Year B.Sc Nursing

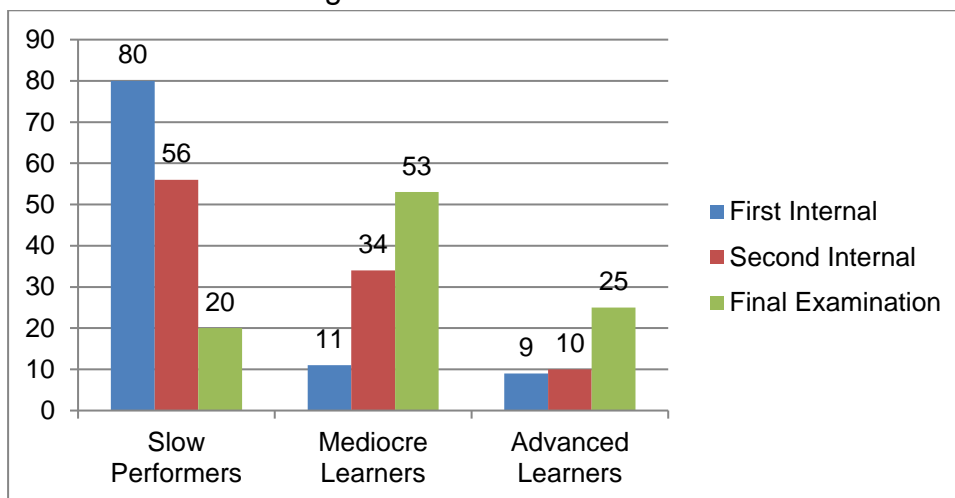


Figure 1. This graph shows significant changes in status of students after conduction of SLSS sessions. The number of students in slow performer category decreased from 80 to 56 after first SLSS session and decreased to 20 in final university examination. Mediocre learner category increased from 11 to 34 after first SLSS session and further increased to 53 after final university examination. Advanced learner category increased from 9 to 10 after first SLSS session and further to 25 after final university examination.

2. Second Year B.Sc Nursing

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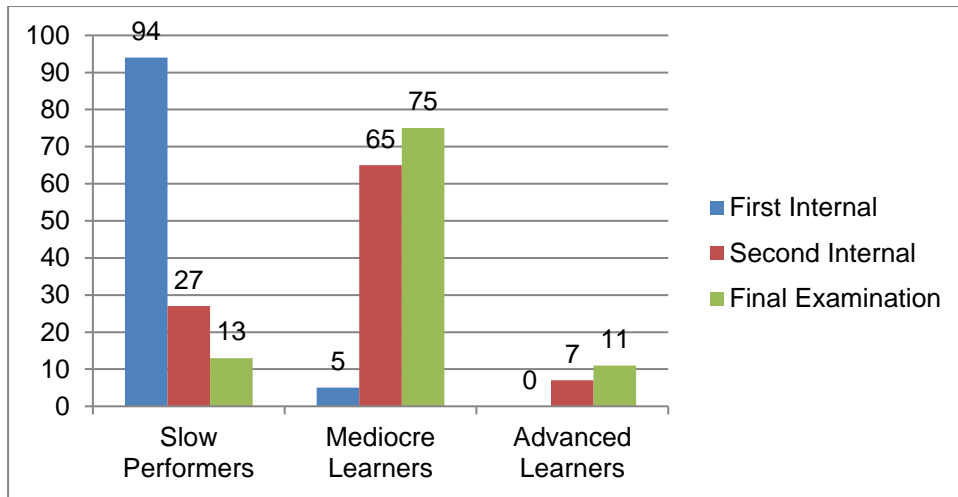


Figure 2. This graph shows significant changes in status of students after conduction of SLSS sessions. The number of students in slow performer category decreased from 94 to 27 after first SLSS session and decreased to 13 in final university examination. Mediocre learner category increased from 5 to 65 after first SLSS session and further increased to 75 after final university examination. Advanced learner category increased from 0 to 7 after first SLSS session and further to 11 after final university examination.

3. Third Year B.Sc Nursing

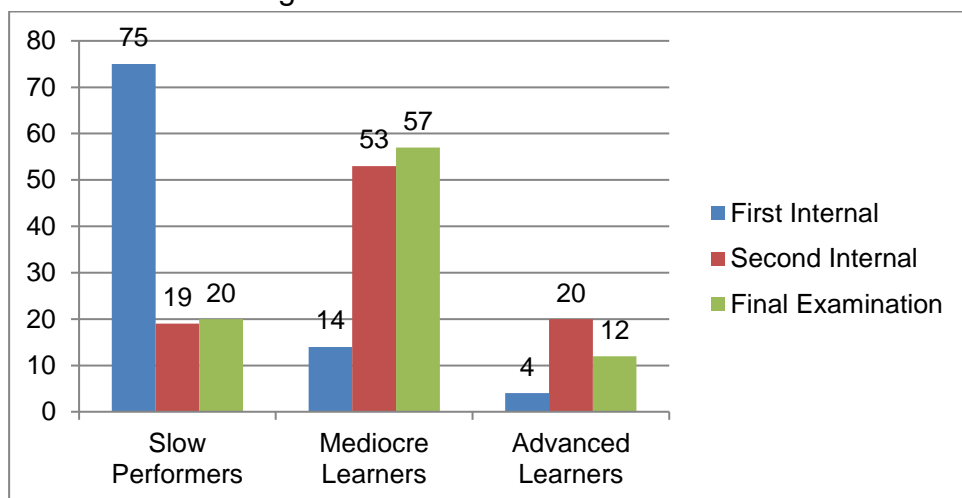


Figure 3. This graph shows significant changes in status of students after conduction of SLSS sessions. The number of students in slow performer category decreased from 75 to 20 after first SLSS session in final university examination. Mediocre learner category increased from 14 to 53 after first SLSS session and further increased to 57 after final university examination. Advanced learner category increased from 4 to 20 after first SLSS session and further to 12 in the final university examination.

4. Final Year B.Sc Nursing

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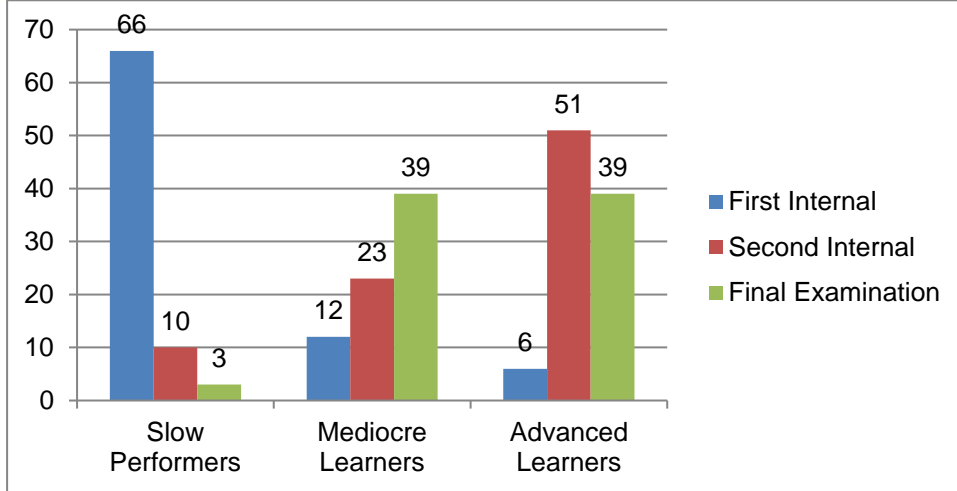


Figure 4. This graph shows significant changes in status of students after conduction of SLSS sessions. The number of students in slow performer category decreased from 66 to 10 after first SLSS session and decreased to 3 in final university examination. Mediocre learner category increased from 12 to 23 after first SLSS session and further increased to 39 after final university examination. Advanced learner category increased from 6 to 51 after first SLSS session and further to 39 after final university examination.

5. First Year P.B.B.Sc Nursing

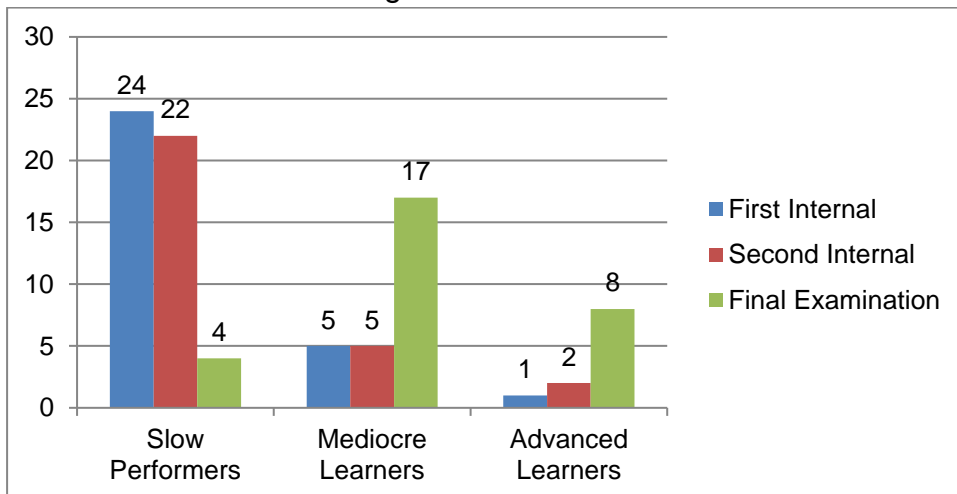


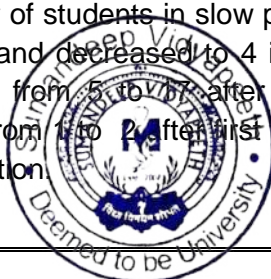
Figure 5. This graph shows significant changes in status of students after conduction of SLSS sessions. The number of students in slow performer category decreased from 24 to 22 after first SLSS session and decreased to 4 in final university examination. Mediocre learner category decreased from 5 to 5 after final university examination. Advanced learner category increased from 1 to 2 after first SLSS session and further increased to 8 after final university examination.

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6. Second Year P.B.B.Sc Nursing

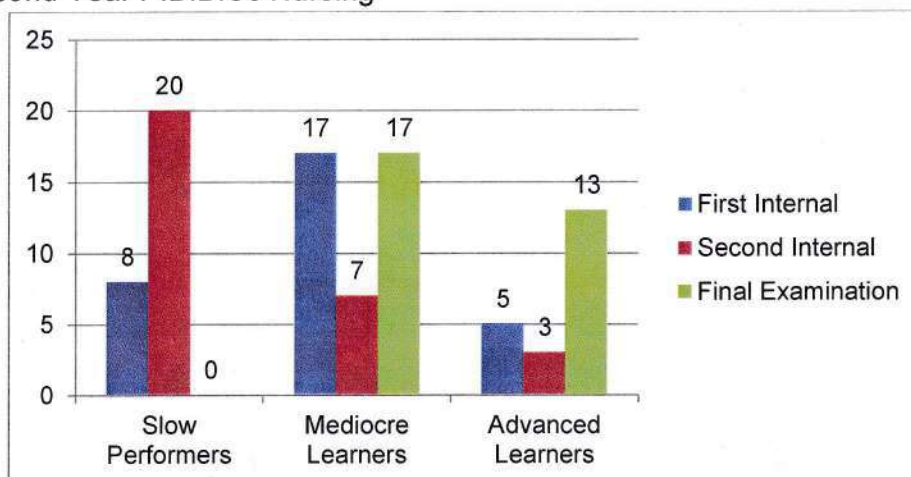


Figure 6. This graph shows significant changes in status of students after conduction of SLSS sessions. The number of students in slow performer category increased from 8 to 20 after first SLSS session and decreased to 0 in final university examination. Mediocre learner category decreased from 17 to 7 after first SLSS session and further increased to 17 after final university examination. Advanced learner category decreased from 5 to 3 after first SLSS session and further increased to 13 after final university examination.

4. Conclusion:

From the analysis of data above; it is concluded that the SLSS programme is effective in improving the status of the students in overall performance. The analysis shows significant improvement in the academic performance of the students.

5. Recommendations, if any: Nil

6. Action taken on the recommendations of preceding year: Nil

Signature of Head of the Institute

PRINCIPAL

SUMANDEEP NURSING COLLEGE,
PIPARIA, WAGHODIA, VADODARA

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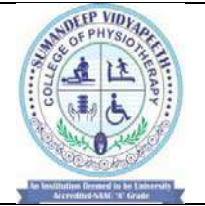
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COLLEGE OF PHYSIOTHERAPY
SUMANDEEP VIDYAPEETH
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CGPA
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STUDENT LEARNING SUPPORT SYSTEM ANNUAL REPORT

Academic Year: 2019-20

1. Introduction:

The Student Learning Support System was introduced with the following objectives:

- To identify slow performers, mediocre learners and advanced learners based on internal results as well as final university examination results.
- To understand the strengths and weaknesses of the students.
- To give additional help to slow performers and mediocre learners bolster their academic performance and provide opportunities to advanced learners for overall/holistic development.

2. Details of Newly Admitted Students in Diploma and Undergraduate Programmes

A. Categorization:

Name of Program	Year / Semester of study	Previous Examination	Categorization of Students		
			Slow Performers	Mediocre Learners	Advanced Learners
Bachelor of Physiotherapy	First Year	HSC	35	54	26

B. Brief description and Support Sessions undertaken for all the categorized students:

Sr. No.	Title of Program	Date	Teaching Faculty involved	Outcome
1	English Sessions	09.10.19	Dr Nalina Gupta	Improved English language and communication skills
2	English Sessions	16.10.19	Dr Nalina Gupta	Improved English language and communication skills
3	Computer	7.10.19	Sitara Menon	Improved use

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	Application			of computer skills
4	Computer Application	14.10.19	Ms. Sitara Menon	Improved use of computer skills
5	Yoga, Meditation classes	7.10.19	Dr.Megha Jayswal	Promotes overall physical, mental, emotional well being of students
6	Yoga, Meditation classes	14.10.19	Dr.Megha Jayswal	Promotes overall physical, mental, emotional well being of students

Performance of Students in each Examination:

A. Categorization:

Name of Program	Year / Semester of study	Examination	Number of students		
			Slow Performers	Mediocre Learners	Advanced Learners
Bachelor of Physiotherapy	First year BPT	First Internal *	44	45	24
		Second Internal **	91	19	04
		Final Examination***	21	79	14
Bachelor of Physiotherapy	Second year BPT	First Internal	60	14	00
		Second Internal	54	18	02
		Final Examination	12	57	05
Bachelor of Physiotherapy	Third year BPT	First Internal	47	06	00
		Second Internal	43	10	00
		Final Examination	04	45	04
Bachelor of Physiotherapy	Final year BPT	First Internal #	93	02	00
		Second Internal ##	95	01	00
		Final Examination	40	57	00

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02 students were absent in 1st internal exam

**01 student was absent in 2nd internal exam

***01 student did not appear in university exam as she was absent

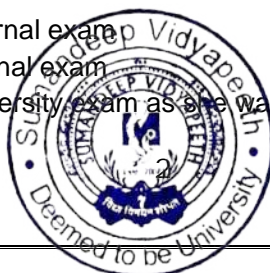
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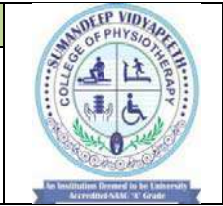
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COLLEGE OF PHYSIOTHERAPY
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 Ph : 02668-245029 Email: principal.physiotherapy@sumandeepvidyapeethdu.edu.in



#01 student was absent in 1st internals and 01 student was not eligible to appear for 1st internals
 # 01 student was ineligible to appear in 2nd internals

B. Program wise Outcome Analysis:

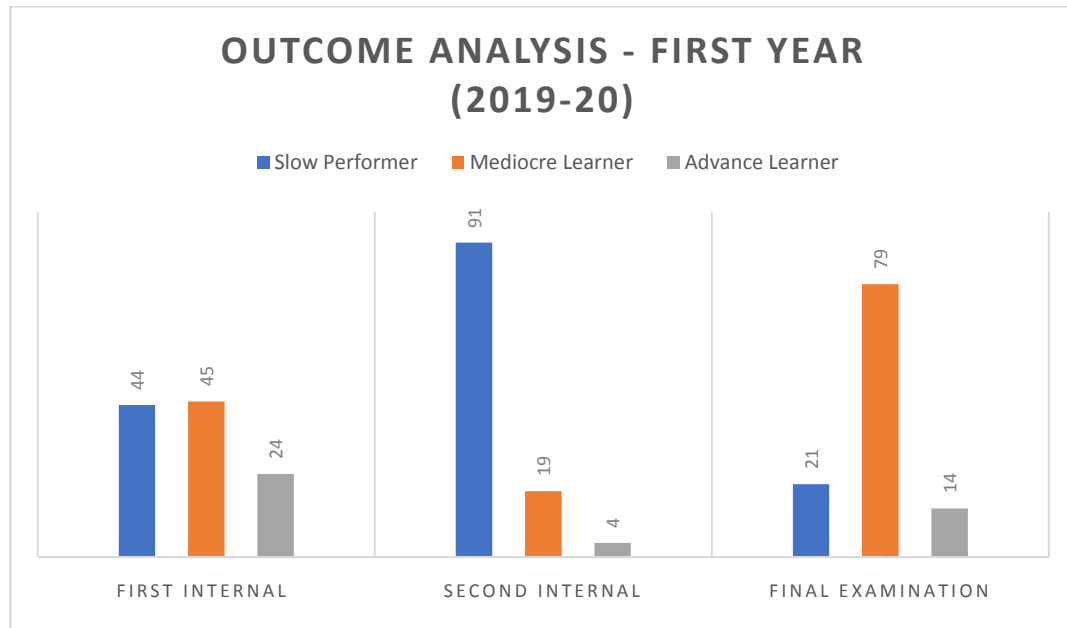


Fig 01: Comparing the results in the first year, the number of slow performers have decreased whereas number of Mediocre learner has increased considerably and Advanced Learners have also increased from 2nd internals to final examination.

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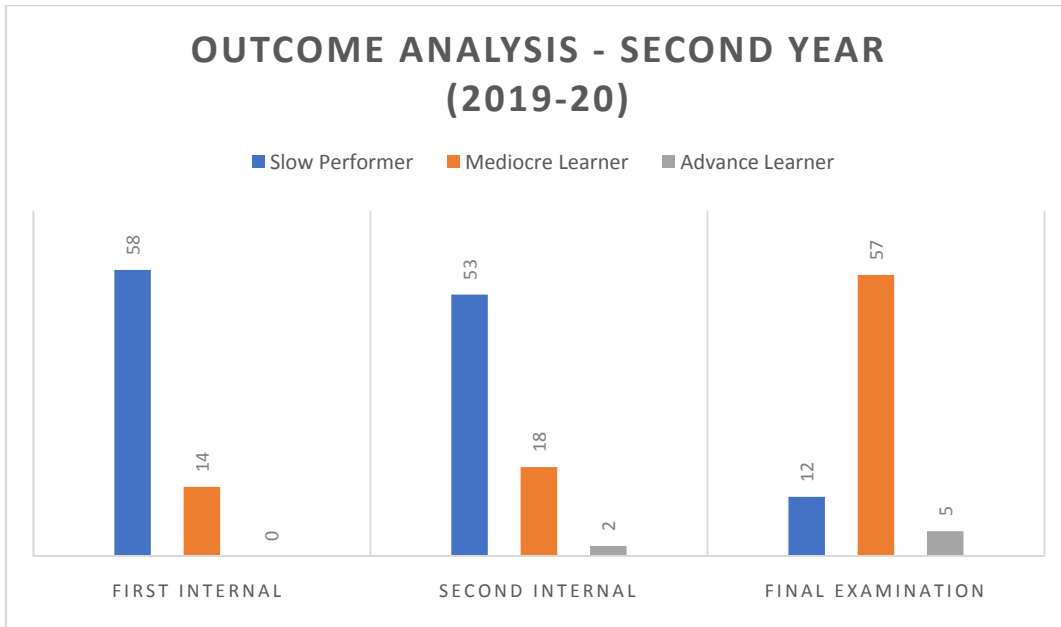


Fig 02: Comparing the results in the second year, the number of slow performers have decreased whereas number of Mediocre learner and Advanced Learner has increased from 1st internals to final examination.

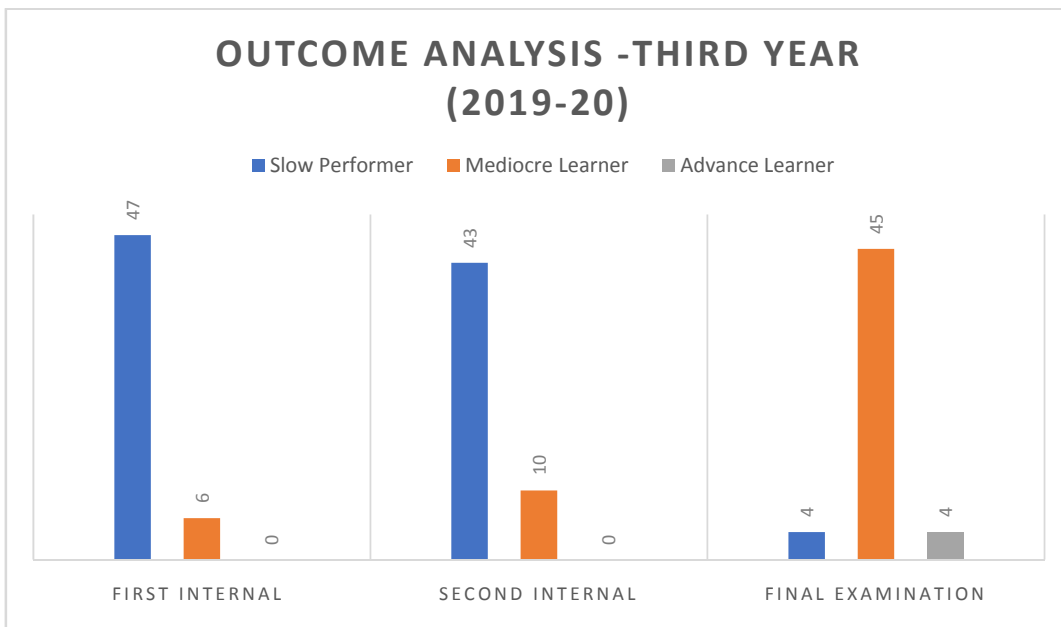


Fig 03: Above graph for the third year students shows that the number of slow performers has decreased whereas number of Mediocre learner and Advanced Learner has increased considerably from 1st internals to final examination.

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OUTCOME ANALYSIS - FINAL YEAR (2019-20)

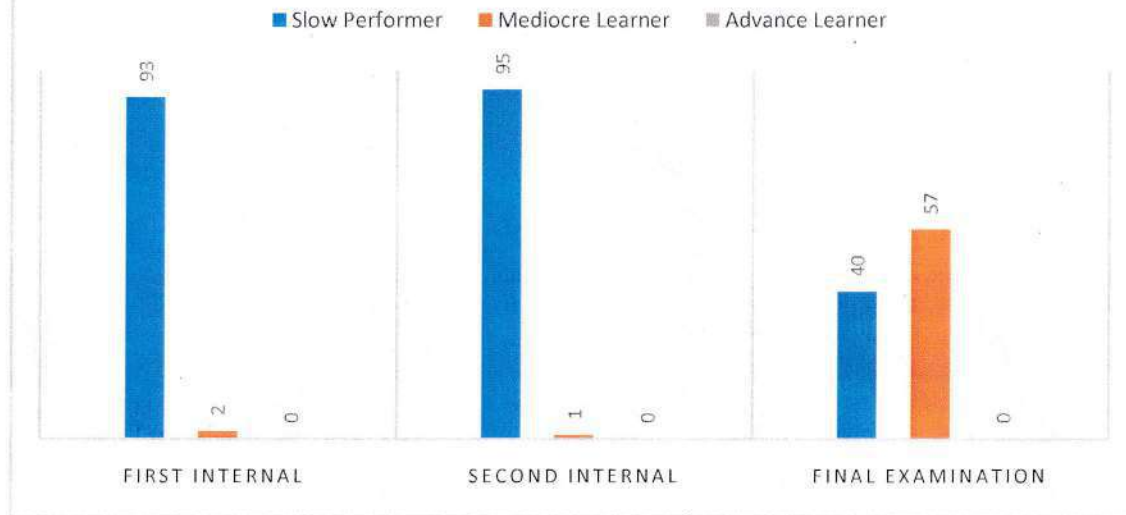


Fig 04: Comparing the results in Final year, the number of slow performers has decreased considerably and number of Mediocre learners has increased considerably from 1st and 2nd internals to final examination.

Conclusion:

The Student Learning Support System seems to be helpful for increasing the performance of the students from the first internals to final university examination.

3. Recommendations, if any:

1. NIL
- 2.

4. Action taken on the recommendations of preceding year:

Sr. No.	Recommendations	Action Taken	Outcome
1	NIL		

Lata D. P.
Signature of Head of the Institute

Prof. Lata D. P. M.Sc. P.T. PhD
Principal
College of Physiotherapy,
Sumandeep Vidyapeeth
Email: principal.physiotherapy@sumandeepvidyapeethdu.edu.in

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Vice-Chancellor





**DEPARTMENT OF MANAGEMENT
SUMANDEEP VIDYAPEETH**

Declared as Deemed to be University U/S 3 of UGC Act 1956
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Website: www.sumandeepvidyapeethedu.du.in E-mail: director.management@sumandeepuniversity.co.in

STUDENT LEARNING SUPPORT SYSTEM

ANNUAL REPORT

Academic Year: 2019-20

1. Introduction: The Student Learning Support System was introduced in teaching schedule to improve the newly joined students at the point from where they can feel comfortable with the course. Furthermore, the system continues thought the course. The aim of this system was to introduce students regarding the course, its scope; foundation knowledge requires understanding the course. During the continuation of programme, the focus is to improve the overall academic performance of the student by identification of students as Slow Performer, Mediocre Learner and Advance Learner. This identification helps in categorisation of students which helps teaching faculty to focus on students in a manner that will improve different aspects of all students.

2. Details of Newly Admitted Students in Postgraduate Programmes

A. Categorization: MBA (Healthcare) Full Time and Part Time

Name of Program	Semester of study	Previous Examination	Categorization of Students		
			Slow Performers	Mediocre Learners	Advanced Learners
MBA (Healthcare) – Full Time	I Semester	BDS/BPT/B.Sc/ B.Com	03	06	02
MBA (Healthcare) – Part Time	I Semester	BDS/BPT/B.Sc/ B.Com	06	00	01

B. Brief description and Support Sessions undertaken for all the categorized students:

MBA (Healthcare) Full Time - I Semester

Sr. No.	Title of Program	Date	Teaching Faculty involved	Outcome
1	Interactive Session on Administration and Management in Healthcare Sector	12/09/2019	Dr. Medha Wadhwa	Students those who are coming from healthcare background this terms will be useful to them during their whole MBA (Healthcare) Program
	Etiquettes at professional work through video	13/09/2019	Subhasish Chatterjee	It gives the practical knowledge regarding the current market situation

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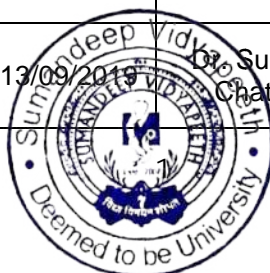
Vice-Chancellor

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MBA (Healthcare) Part Time - I Semester

Sr. No.	Title of Program	Date	Teaching Faculty involved	Outcome
1	Etiquettes at professional work through video	13/09/2019	Dr. Subhasish Chatterjee	It gives the practical knowledge regarding the current market situation

3. Performance of Student's in each Examination:

A. Categorization:

Name of Program	Year / Semester of study	Examination	Number of students		
			Slow Performers	Mediocre Learners	Advanced Learners
MBA (Healthcare) – Full Time	1 st Semester	First Internal	03	04	04
		Second Internal	01	05	05
		Final Examination	00	00	11
	3 rd Semester	First Internal	03	03	09
		Second Internal	05	00	10
		Final Examination	02	00	12
	4 th Semester	First Internal	00	07	08
		Second Internal	00	04	11
		Final Examination	00	00	15
MBA (Healthcare) – Part Time	1 st Semester (2 nd Batch)	First Internal	02	04	01
		Second Internal	02	03	02
		Final Examination	00	00	07
	2 nd Semester (2 nd Batch)	First Internal	03	03	01
		Second Internal	01	04	02
		Final Examination	00	00	07
	2 nd Semester (1 st Batch)	First Internal	02	00	02
		Second Internal	01	01	02
		Final Examination	01	01	02
	3 rd Semester (1 st Batch)	First Internal	00	01	02
		Second Internal	00	01	02
		Final Examination	00	01	02

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Website: www.sumandeepvidyapeethedu.du.in E-mail: director.management@sumandeepuniversity.co.in

B. Program wise Outcome Analysis:

1. MBA (Healthcare) Full Time - 1st Semester

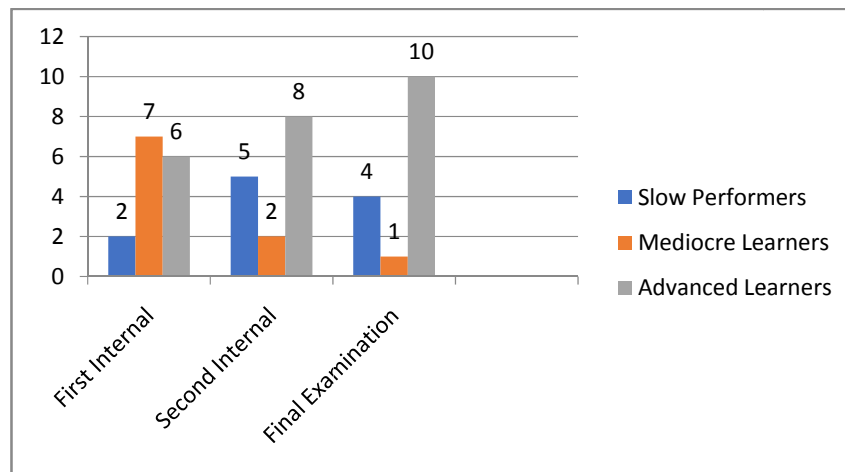
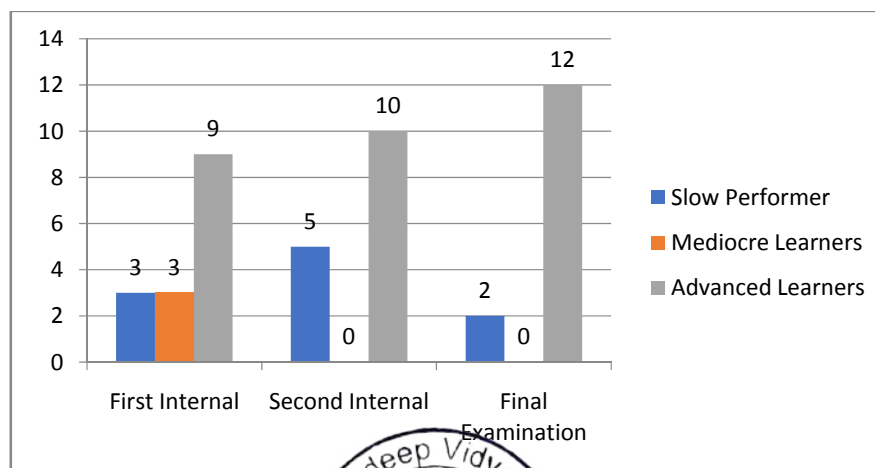


Fig 01: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students increas in Slow Performer category form 02 to 05 after 1st SLSS programme and decreased from 05 to 04 in Final exam, Mediocre Learner category decreased from 07 to 02 after 1st SLSS and decreased form 02 to 01 after final exam. Advance Learner category increased from 06 to 08 after 1st SLSS and from 08 to 10 after final examination.

2. MBA (Healthcare) Full Time – 3rd Semester



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 Sumandeep Vidyapeeth

24/06/2021

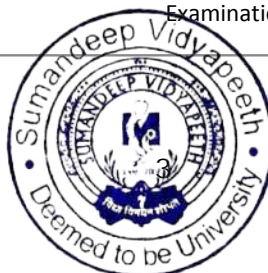


Fig 02: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. Under the Slow Performer category increased from 03 to 05 after 1st SLSS and again decreased form 05 to 02 after final exam., while under Mediocre Learner category decreased from 03 to 00 after 1st SLSS and remain 00 after final exam. Advance Learner category increased from 09 to 10 after 1st SLSS and from 10 to 13 after final examination.

3. MBA (Healthcare) Full Time – 4th Semester

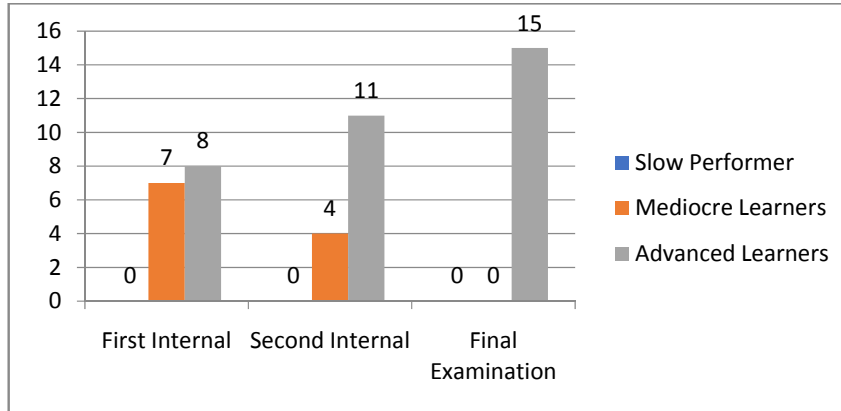


Fig 03: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. Under the Slow Performer category remain same that is 00 after 1st SLSS and after final examination also, while under Mediocre Learner category number of students decreased from 07 to 04 after 1st SLSS and then comes to 00 after final examination. Advance Learner category increased form 08 to 11 after 1st SLSS and again increase from 11 to 15 after final examination.

4. MBA (Healthcare) Part Time – 1st Semester (2nd Batch)

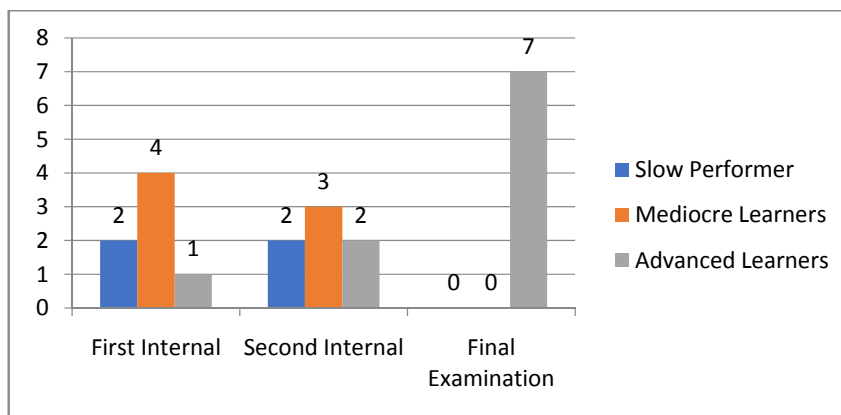


Fig 04: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. Under the Slow Performer category remain same that is 02 after 1st SLSS and decreased from 02 to 00 after final examination, while under Mediocre Learner category number of students decreased from 04 to 03 after 1st SLSS and then comes to 00 after final examination. Advance Learner category increased form 01 to 02 after 1st SLSS and again increase from 02 to 07 after final examination.

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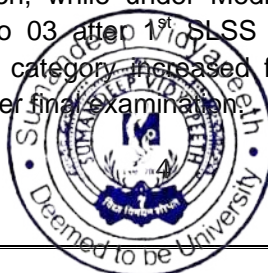
Vice-Chancellor

Sumandeeep Vidyapeeth

An Institution Deemed to be University

VIII, Piparia, Taluka: Waghdodia,

Dist. Vadodara-391 760. (Gujarat)





**DEPARTMENT OF MANAGEMENT
SUMANDEEP VIDYAPEETH**

Declared as Deemed to be University U/S 3 of UGC Act 1956
Accredited with NAAC "A" Grade with CGPA of 3.53 on a Four Point Scale
 At & Po. Piparia. Ta. Waghodia. Dist. Vadodara Pin: 391760
 Ph. (02668) 245262 Ext.396

Website: www.sumandeepvidyapeethedu.du.in E-mail: director.management@sumandeepuniversity.co.in

5. MBA (Healthcare) Part Time – 2nd Semester (2nd Batch)

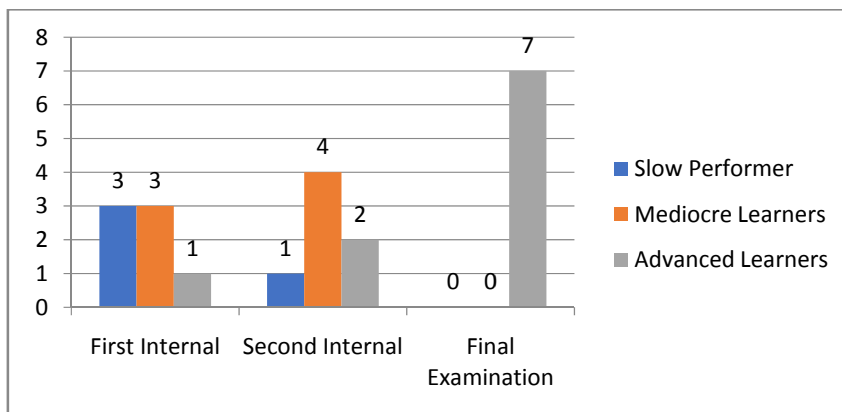


Fig 05: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. Under the Slow Performer category students decrease from 03 to 01 after 1st SLSS and decreased from 01 to 00 after final examination, while under Mediocre Learner category number of students increased from 03 to 04 after 1st SLSS and then comes to 00 after final examination. Advance Learner category increased form 01 to 02 after 1st SLSS and again increase from 02 to 07 after final examination.

6. MBA (Healthcare) Part Time – 2nd Semester (1st Batch)

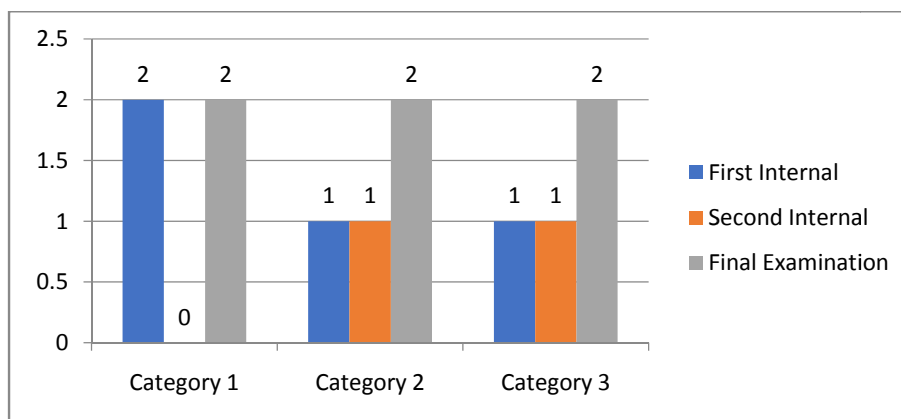


Fig 06: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. Under the Slow Performer category number of students decrease from 02 to 01 after 1st SLSS and remain 01 after final examination, while under Mediocre Learner category number of students increase from 00 to 01 after 1st SLSS and remain constant 01 after final

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examination. Advance Learner category remain same 02 after 1st SLSS and also after final examination.

7. MBA (Healthcare) Part Time – 3rd Semester (1st Batch)

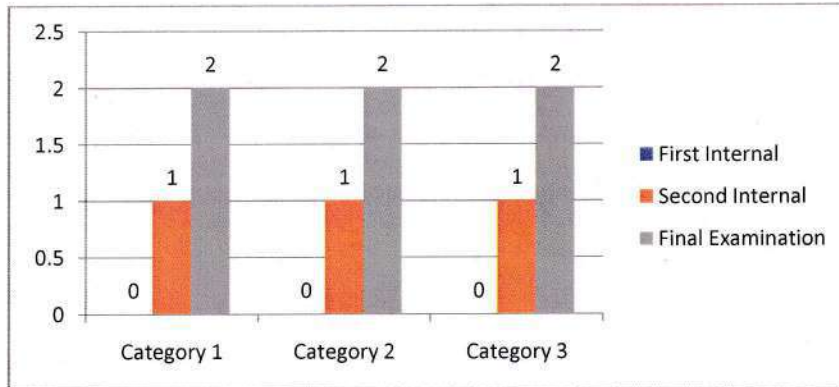


Fig 07: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. There is 00 number of students under the Slow Performer category, while under Mediocre Learner category & Advance Learner Category number of students remain same that is 01 and 02 respectively after 1st SLSS & after final examination also.

4. Conclusion:

From the above data of all students it has been observed that there is SLSS programme helps in improving the status of the students and overall academic performance of the individual students. The data has showing significant improvement in the marks of the students.

5. Recommendations, if any: Nil

6. Action taken on the recommendations of preceding year: Nil


Signature of Head of the Institute

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Vice-Chancellor

Sumandeeep Vidyapeeth

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Department of Audiology and Speech Language Pathology

A Constituent Institute of

Sumandeep Vidyapeeth Deemed to be University

An Institution Deemed to be University u/s 3 and 12B of UGC Act 1956
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Category - I Deemed to be University under UGC Regulation 2018



At & Post: Piparia, Taluka: Waghodia, District: Vadodara, Gujarat State, INDIA, Pin: 391760

Phone: +91 2668 245262/64/66, E-mail ID: principal.daslp@sumandeepvidyapeethdu.edu.in, Website: www.sumandeepvidyapeethdu.edu.in

“Student Learning Support System”

ANNUAL REPORT

Academic Year: 2019-20

Name of Institute: Department of Audiology and Speech Language Pathology

1. Introduction:

Institutes assess the learning level for every newly admit students based on their HSC aggregate marks and categorised as Slow Performers (Up to 60% marks), Mediocre Learners (60 to 70%) and Advanced Learners (above 70%).According to this classification special initiatives are taken by faculty members by developing special programs for this classified set of students.Institutes organised such programs for Personality development like team work productivity, Special Teaching through Animations / Videos related to Subject etc. Special class or extra classes are held for slow learners after the class hour.For advance learner – the college provides an extended support through reconnect hours to such students. This helps the students to build a strong knowledge base of the respective subjects.

2. Details of Newly Admitted Students in Undergraduate Programmes

A. Categorization:

Name of Program	Year / Semester of study	Previous Examination	Categorization of Students		
			Slow Performers	Mediocre Learners	Advanced Learners
B.ASLP	First Semester	12 th	6	8	1

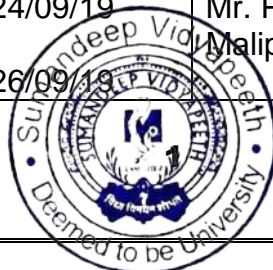
B. Brief description and Support Sessions undertaken for all the categorized students:

Sr. No.	Title of Program	Date	Teaching Faculty involved	Outcome
1.	Personality Development like improving projects management skills, individual	23/09/19 24/09/19 26/09/19	Ms. Sussan Christy Mr. Prashant Malipati	This program enhanced students to develop new learning skills in higher education

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Vice-Chancellor

Sumandeep Vidyapeeth



24/06/2021

	growth, Teamwork, productivity etc			and helped to get self motivated.
2.	Familiarization audio logical and speech language pathology instruments.	04/10/19 05/10/19	Mr. Rahul Suthar	Through this session students got brief knowledge about instruments which is being used in Clinics.
3.	Interactive sessions on profession related topics with fellow classmates	27/09/19 28/09/19 29/09/19	Ms. Buneshwari	Interactive session to clarify any query related to Audiology and speech language pathology profession and brings confidence among students for their future.
4	Special Teaching through Animations / Videos related to Subject e.g. regarding features of speech and hearing disorders, physiology of Ear etc.	30/09/19 31/09/19 03/10/19	Mr. Vikash Kumar	Through animated video students easily understood physiology of middle ear and inner etc.

3. Performance of Student's in each Examination:

A. Categorization:

Name of Program	Year / Semester of study	Examination	Number of students		
			Slow Performers	Mediocre Learners	Advanced Learners
B.ASLP	1 st Semester	First Internal	7	5	3
		Second Internal	6	6	3
		Final Examination	2	8	5
B.ASLP	2 th Semester	First Internal	1	1	12 *
		Second Internal	1	5	8
		Final Examination	1	5	8

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Student Left

Vice-Chancellor

Sumandeeep Vidyapeeth



24/06/2021



Department of Audiology and Speech Language Pathology

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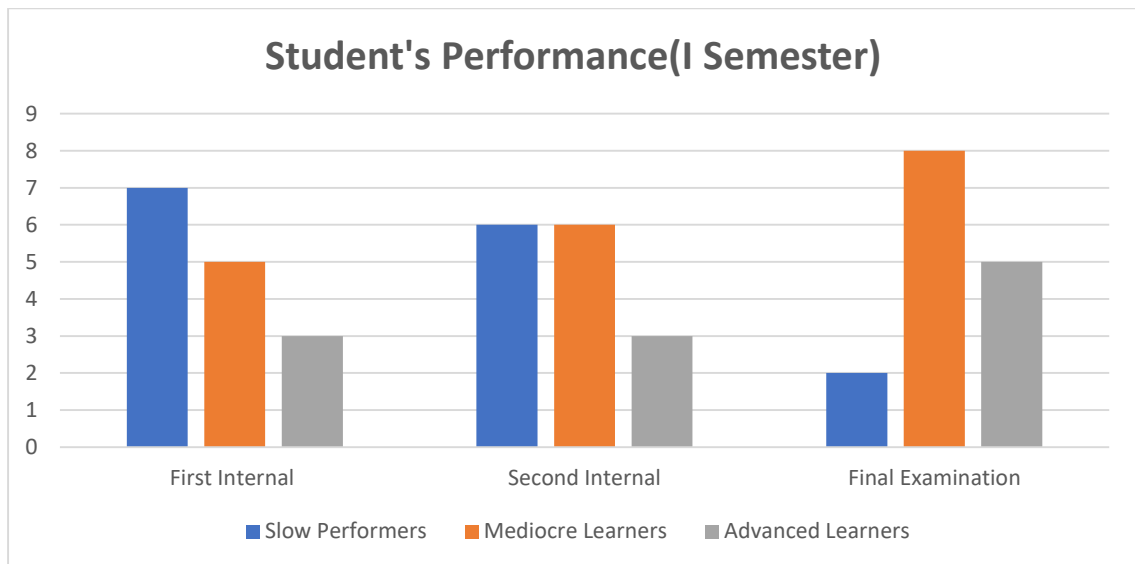
Phone: +91 2668 245262/64/66, E-mail ID: principal.daslp@sumandeepvidyapeethdu.edu.in, Website: www.sumandeepvidyapeethdu.edu.in

B. Program wise Outcome Analysis:

(Provide brief description and Analysis, along with Graphical presentation)

Institute has undertaken Student Learning Support System program to enhance student's learning skills. Institute conduct aforesaid program three times in each semester that is first one after admitting newly students, second time after 1st Internal and last one after the 2nd Internal. Categorization of newly admitted students has been done on the basis of their HSC aggregate marks. Incremental progress has been noted after each examination.

As below graphical representation is showing significant incremental progress in the number of students as mediocre and advanced learners. The number of students decreased in Slow Performer category from 06 to 02, number of student increased in Advanced Learners category from 01 to 05 and 06 to 08 in Mediocre Learners category.



C. Program wise Outcome Analysis:

(Provide brief description and Analysis, along with Graphical presentation)

Institute has undertaken Student Learning Support System program to enhance student's learning skills. Institute conduct aforesaid program three times in each semester that is first one after admitting newly students, second time after 1st Internal and last one after the 2nd Internal. Categorization of newly admitted II Semester students has been done on the basis of their first Semester aggregate marks. Incremental progress has been noted after each examination.

As below graphical representation is showing significant incremental progress in the number of students as mediocre and advanced learners. The number of students decreased in Slow Performer category from 02 to 01, number of student consistent in Advanced Learners category 08 and 05 in Mediocre Learners category.

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24/06/2021

Vice-Chancellor

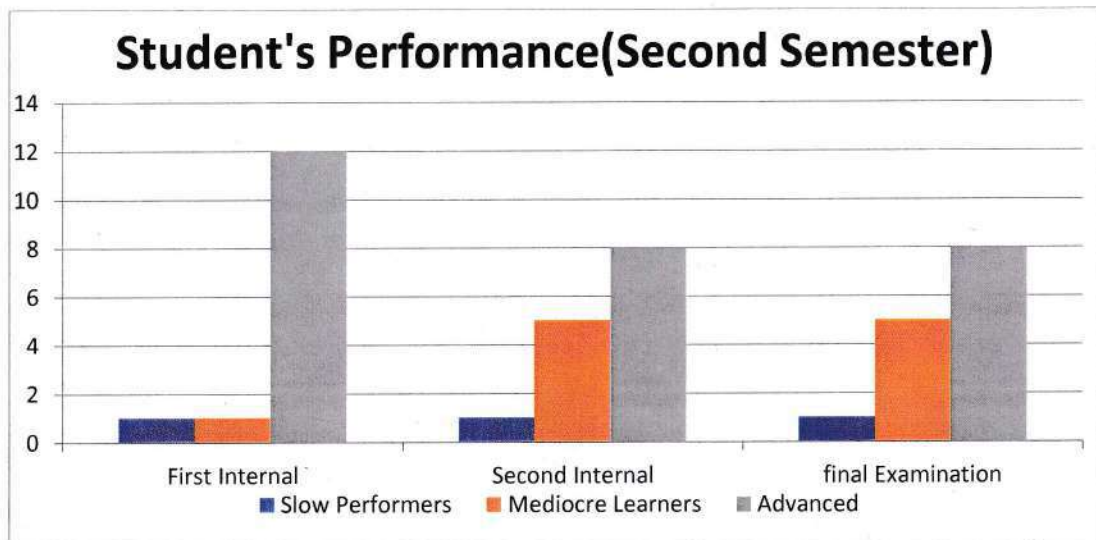
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4. Conclusion:

The above Table and Graphical representation reveals that students of I Semester and II getting benefit from the Student Learning Support System program. Such supportive program like English classes, physical education, and focus on must to know topic etc. for especially for slow performers has showed significant difference in their learning skills.

5. Recommendations, if any: Nil

Vikash Kumar
In charge

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Charan
24/06/2021

Vice-Chancellor
Sumandeep Vidyapeeth
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