

CONSTITUENT INSTITUTE OF SUMANDEEP VIDYAPEETH AN INSTITUTION DEEMED TO BE UNIVERSITY



### 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:

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Dist. Vadodara-331 760. (Gujarat)

Name of	Year /	Previous	Categorization of Students			
Program	Semester of study	Examination	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		aching Faculty volved	Outcome
	1	Orientation course includes: campus	10 <sup>th</sup> to	1.	Dr.Getanjali Purohit	New Students admitted were from diverse places from
		orientation, patient safety, local language	14 <sup>th</sup> August 2015	2.	Dr Kinjal Jethwa	India, so this orientation program has not only made
		programs, communication		3.	Dr Tejas shah	them familiar to our campus rather they
1		skills, Computer skills, self		4.	Dr Himani Pandya	also have learnt a lot about curriculum
Atte	sted	Girected learning,	~	eer	Vidvania	including medical
An	rlan	stressy 06 2021	Sumar	6.	Dr. Keta Vaisnani Mr. Sinii Doshi	ethics, professionalism and basic medical skills.
		management etc	• [[	EV.		
Sumandeep Institution Deemo Vill. Piparia, Talu	ed to be	e University	Ocern	led to	b be University	



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	<ol> <li>7. Dr.Trushna shah</li> <li>8. Dr.Lavleshkumar</li> </ol>	
	9. Dr Niraj Pandit	

#### 3. Performance of Student's in each Examination:

#### A. Categorization:

Name of	Year /	Examination	Num	ber of stude	ents
Program	Semester of study		Slow Performers	Mediocre Learners	Advanced Learners
	First year	First Internal	60	66	23
		Second Internal	08	40	102
		Final Examination	08	36	106
	Second	First Internal	59	23	0
	year	Second Internal	57	20	05
		Final Examination	09	48	27
MBBS	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

Attested CTC aner 24/06/2021 Vice-Chancellor

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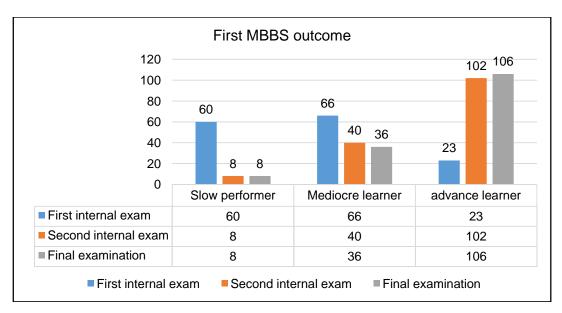


#### Program wise Outcome Analysis:

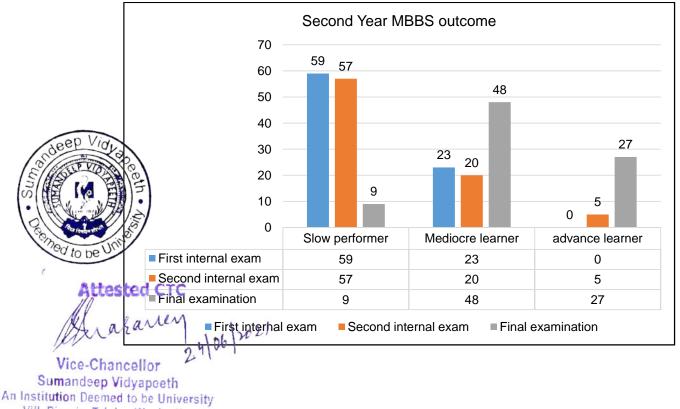
(Provide brief description and Analysis, along with Graphical presentation)

#### 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 09and 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.

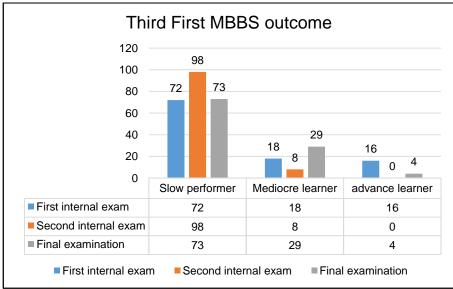
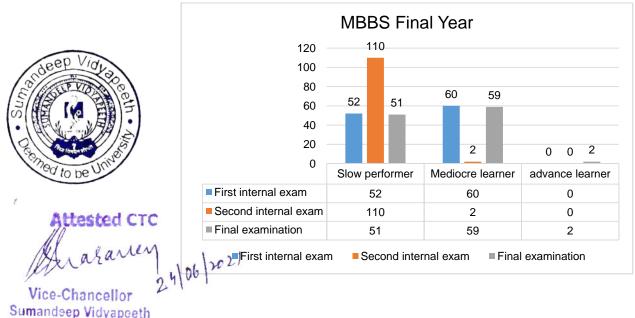


Figure 3: After first internal examination the number of slow performers has hiked from 72 to 98 and number of mediocre learners have decreased from 18 to 8 and advance learners hiked from 16 to 0.

#### 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 remails steady.



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

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**Conclusion:** In First year MBBS74 % 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

ttested CTC 4/06/2021

Vice-Chancellor Sumandeep Vidyapeeth An Institution Deemed to be University Vill. Piparia, Taluka: Waghodia. Dist. Vadodara-331 760. (Gujarat)





### 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: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	Year /	Previous	Categorization of Students			
Program	Semester of study	Examination	Slow Performers	Mediocre Learners	Advanced Learners	
BDS	l 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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## K.M.SHAH DENTAL COLLEGE & HOSPITAL SUMANDEEP VIDYAPEETH

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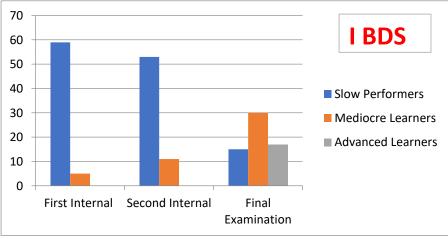
## 3. Performance of Student's in each Examination:

## A. Categorization:

Name of	Year /	Examination	Num	ber of stude	ents
Program	Semester of study		Slow Performers	Mediocre Learners	Advanced Learners
	1 <sup>st</sup> Year	First Internal	88	09	03
		Second Internal	96	03	01
		Final Examination	52	40	08
	2 <sup>nd</sup> Year	First Internal	83	01	00
		Second Internal	81	02	01
		Final Examination	48	33	03
BDS	3 <sup>rd</sup> 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:

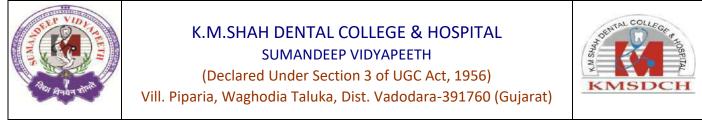
(Provide brief description and Analysis, along with Graphical presentation)  $\mathbf{1}^{st}$  **YEAR BDS** 



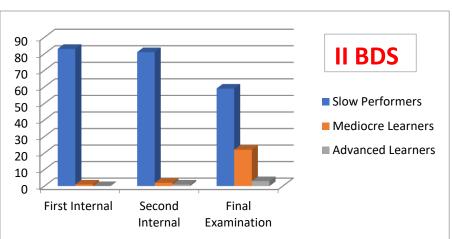
**Fig 01:** This Graph represent changes in status of student after conduction of SLSS program. The graph has shown significant improvement in the level of students in Slow Performer categories as we can see that no of students in Slow Learners are decreasing and Numbers of Students in Mediocre learning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

Vice-Chancellor Sumandsep Vidyapeeth An Institution Decred to be Univer-Vill. Piparia, Taluka: Wagbodia.

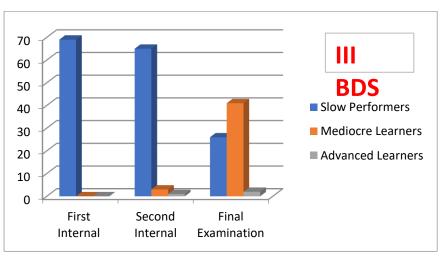
VIII. Piparia, Taluka: Waghodia. Dist. Vadodara-331 760. (Guiarat)







**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 performersin final exam also Mediocre learners are incressed. when first internal was compared to final outcome of the program ie After University exams there is over all incress in Mediocre Learner and Advanced Learner categories compared to First internal Exam of the students

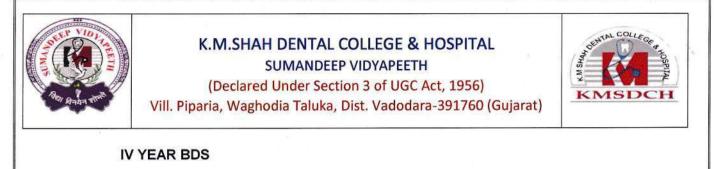


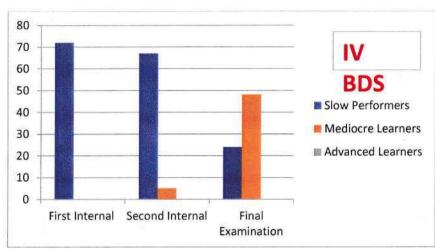
#### III<sup>rd</sup> YEAR BDS

**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 incresed. When compared to final outcome of the program ie After University exams there is over all increse in Mediocre Learner and Advanced Learner categories compared to First internal Exam of the students

24/06/2021 Vice-Chancellor

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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 that no of students in Slow Learners are decreasing and Numbers of Students in Mediocre learning had incresed. when compared to final outcome of the program ie After University 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:

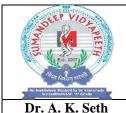
1. Third BDS students' number of advanced learners can be improved.

Dean K.M.Shah Dental College & Hospital Sumandeep Vidyapeeth Piparia, Tal.Waghodia (Vadodara)

ttested CTC 24/06/2021 Vice-Chancellor

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# DEPARTMENT OF PHARMACY SUMANDEEP VIDYAPEETH

(An Institution Deemed To Be University) Vill. Piparia, Waghodia Taluka, Dist. Vadodara- 391760 (Gujarat) Phone: +91 2668 245073

URL: ww

# URL: www.sumandeepuniversity.org

## 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.

# Details of Newly Admitted Students inUndergraduate and Integrated Post Graduate Programmes. A. Categorization:

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

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

	Pharm.D	l 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.
Atte	sted CTC	Special Teaching through video	07/09/2015 08/09/2015	Pr.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		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	Year /	Examination	Num	ber of stude	ents
	Program	Semester		Slow	Mediocre	Advanced
		of study		Performers	Learners	Learners
		1 <sup>st</sup> Year	First Internal	46	02	10
			Second Internal	47	04	07
1	B.Pharm		Final	32	19	09
Atteste			Examination			
10		2 <sup>nd</sup> Year	First Internal V/0	43	09	11
Anar	anen		Second Internal	45	07	11
and	24/06	12021				
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Dr. A. K. Seth HOD

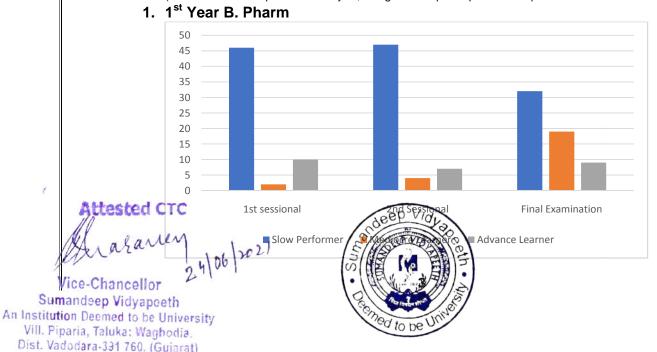
# DEPARTMENT OF PHARMACY SUMANDEEP VIDYAPEETH

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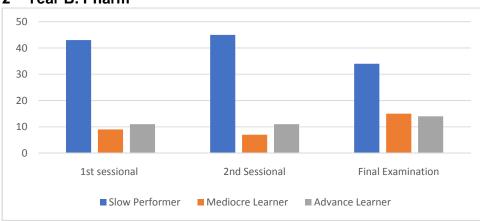
			0.4	4.5	
		Final	34	15	14
		Examination			
		First Internal	28	03	04
	3 <sup>rd</sup> Year	Second Internal	21	08	06
	5 1641	Final	22	09	04
		Examination			
		First Internal	13	02	02
	4 <sup>th</sup> Year	Second Internal	06	07	04
	4 1641	Final	02	10	05
		Examination			
		First Internal	16	10	04
	1 <sup>st</sup> Year	Second Internal	16	12	02
		Final	0.0	00	40
		Examination	08	09	13
		First Internal	08	10	08
	2 <sup>nd</sup> Year	Second Internal	07	10	09
	z rear	Final	01	09	16
Pharm. D		Examination	01	09	10
Filailii. D		First Internal	08	07	08
	3 <sup>rd</sup> Year	Second Internal	08	09	06
	5 real	Final	07	07	00
		Examination	07	07	09
		First Internal	00	00	03
	4 <sup>th</sup> Year	Second Internal	00	03	00
		Final	00	01	02
		Examination	00	01	02

#### B. Program wise Outcome Analysis:

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

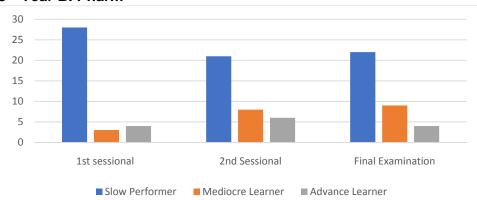


**Fig 01.** This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students increased in Slow Performer category from46 to 47 after 1<sup>st</sup> SLSS programme and decreased from 47 to 32 in Final exam , Mediocre Learner category increased from 02 to 04 after 1<sup>st</sup> SLSS and from 04 to 19 after final exam. Advance Learner category decreased from 10 to 07 after 1<sup>st</sup> SLSS and increased from 07 to 09 after final examination.



#### 2. 2<sup>nd</sup> 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 to45 after 1<sup>st</sup> SLSS programme and decreased from 45 to 34 in Final exam , Mediocre Learner category decreased from 09 to 07 after 1<sup>st</sup> SLSS and increasedfrom07 to 15 after final exam. Advance Learner category remained same from 11 to 11 after 1<sup>st</sup> SLSS and increased from 11 to 14 after final examination.

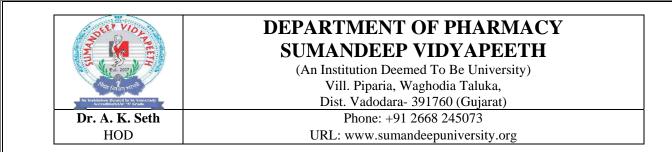


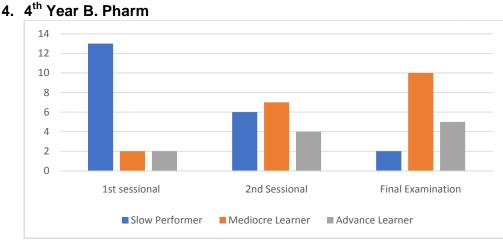
#### 3. 3<sup>rd</sup> Year B. Pharm

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 1<sup>st</sup> SLSS programme and decreased from 21 to 22 in Final exam , Mediocre Learner Coategory increased from 03 to 08 after 1<sup>st</sup> SLSS and form 08 to 09 after final exam. Advance Learner category increased from 04 to 06 after 1<sup>st</sup> SLSS and decreased from 04 to 06 after 1<sup>st</sup> SLSS and decreased from 04 to 06 after 1<sup>st</sup> SLSS and decreased from 05 to 04 after final examination (increased from 04 to 06 after 1<sup>st</sup> SLSS and decreased from 04 to 06 after 1<sup>st</sup> SLSS and decreased from 05 to 04 after final examination (increased from 04 to 06 after 1<sup>st</sup> SLSS and decreased from 04 to 06 after 1<sup>st</sup> SLSS and decreased from 04 to 06 after 1<sup>st</sup> SLSS and decreased from 04 to 06 after 1<sup>st</sup> SLSS and decreased from 04 to 06 after 1<sup>st</sup> SLSS and decreased from 04 to 06 after 1<sup>st</sup> SLSS and decreased from 04 to 06 after 1<sup>st</sup> SLSS and decreased from 04 to 06 after 1<sup>st</sup> SLSS and decreased from 04 to 06 after 1<sup>st</sup> SLSS and decreased from 04 to 06 after 1<sup>st</sup> SLSS and decreased from 04 to 06 after 1<sup>st</sup> SLSS and decreased from 04 to 06 to 04 after final examination (increased from 04 to 06 to 04 after final examination (increased from 04 to 06 to 04 after final examination (increased from 04 to 06 to 04 after final examination (increased from 04 to 06 to 04 after final examination (increased from 04 to 06 to 04 after final examination (increased from 04 to 06 to 04 after final examination (increased from 04 to 06 to 04 after final examination (increased from 04 to 06 to 04 after final examination (increased from 04 to 06 to 04 after final examination (increased from 04 to 06 to 04 after final examination (increased from 04 to 06 to 04 t

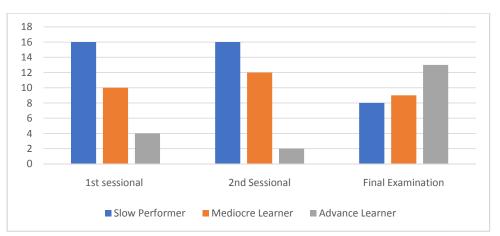
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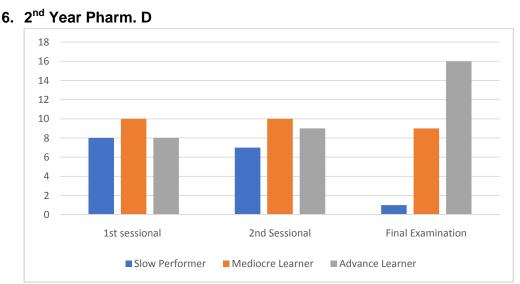
**Fig 04:** This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students decreased in Slow Performer category from 13 to 06 after 1<sup>st</sup> SLSS programme and from 06 to 02 in Final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



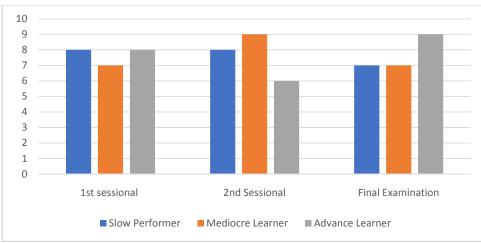
#### 5. 1<sup>st</sup> Year Pharm. D

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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 1<sup>st</sup> SLSS programme and decreased from 16 to 08 in Final exam , Mediocre Learner category increased from 10 to 12 after 1 SLSS and decreased form 12 to 09 after final examination. Advance Learner category decreased form 10 to 02 after 1<sup>st</sup> SLSS and increased from 02 to 13 after final examination. Wice-Chancellor Sumandsep Vidyapeeth An Institution Decemed to be University.



**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 1<sup>st</sup> SLSS programme and decreased from 07 to 01 in Final exam , Mediocre Learner categoryremained same from 10 to 10 after 1<sup>st</sup> SLSS and decreased form 10 to 09 after final exam. Advance Learner category increased from 08 to 09 after 1<sup>st</sup> SLSS and from 09 to 16 after final examination.



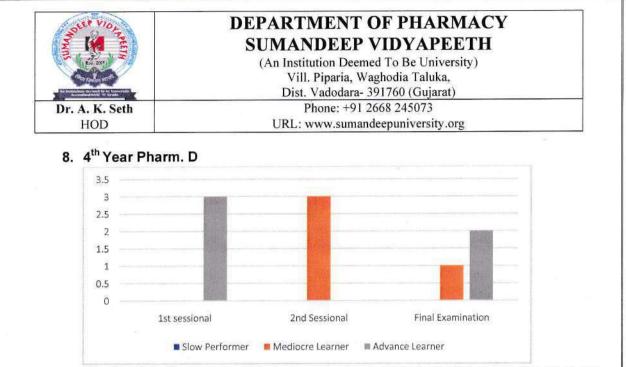
#### 7. 3<sup>rd</sup> Year Pharm. D

**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 1<sup>st</sup> SLSS programme and decreased from 08 to 07 in Final exam, Mediocre Learnercategory increased from 07 to 09 after 1<sup>st</sup> SLSS and decreased form 09 to 07 after final exam.Advance Learner category decreased from 08 to 06 after 1<sup>st</sup> SLSS and increased from 06 to 09 after final examination.

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**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 from00 to 00 after 1<sup>st</sup> SLSS programme and from 00 to 00 in Final exam , Mediocre Learner category increased from 00 to 03 after 1<sup>st</sup> SLSS and decreased from 03 to 01 after final exam.Advance Learner category decreased from 03 to 00 after 1<sup>st</sup> 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

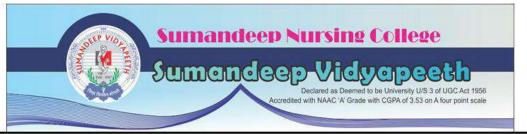
Signature of Head of the Institute

DIDIRECTOR DEPT. OF PHARMACY SUMANDEEP VIDYAPEETH UNIVER Pipariya. Ta. Waghodia. Dist. Vadodara-391 780.

ttested CTC 4/06/2021 Vice-Chancellor

Sumandsep Vidyapeeth An Institution Deemed to be University Vill. Piparia, Taluka: Waghodia. Dist. Vadodara-331 760. (Gujarat)





# 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	Year /	Previous	Categorization of Students		
Program	Semester of study	Examination	Slow Performers	Mediocre Learners	Advanced Learners
B.Sc Nursing	First Year	12 <sup>th</sup> 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.
ested CTC aranen	ECIOUIDIIIV	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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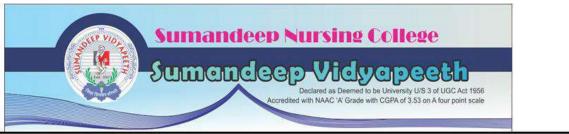
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Sr. No.	Title of Program	Date	Teaching Faculty involved	Outcome
1	Interactive Sessions On Profession Related Topics With Fellow Classmates	12/09/2015	Mr. Ismail P A	Interactive session was helpful in clarifying queries related to profession and brings 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	Personaity Development	07/11/2015	Mr. Ismail P A	An attempt for modification of personality as to suite it for the choser profession.

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

	ame of	Year /	Examination	Num	Number of students			
Pr	ogram	Semester of study		Slow Performers	Mediocre Learners	Advanced Learners		
		First Year	First Internal	47	11	2		
	B.Sc		Second Internal	46	10	4		
Ν	lursing		Final Examination	25	27	6		
Ν	B.Sc Jursing	Second Year	First Internal	40	13	5		
			Second Internal	50	7	1		
			Final Examination	36	20	01		
Ν	B.Sc Jursing	Third Year	First Internal	34	11	9		
			Second Internal	38	10	6		
			Final Examination	21	25	8		
Ν	B.Sc lursing	Final Year	First Internal	31	12	12		
			Second Internal	31	22	2		
			Final Examination	11	26	18		
	.B.B.Sc lursing	First Year	First Internal	2	1	7		
tteste	ad CTC		Second Internalio	3	4	3		
har	anen	106/2021	Final Examination	O O	7	3		
P	.B.B.Sc	Second	First Internal	5	2	2		
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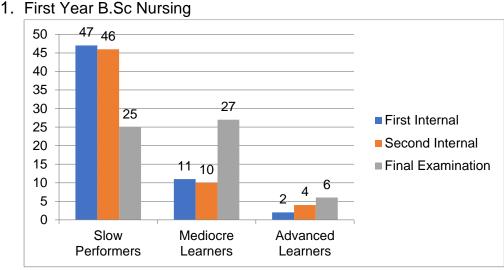
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Nursing	Year				
		Second Internal	5	2	2
		Final Examination	3	3	2

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:

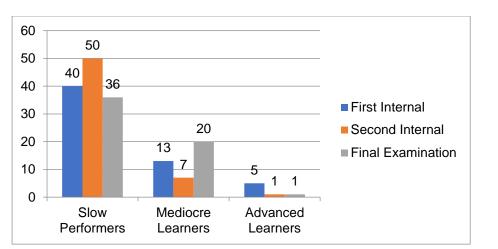
**Figure 1.** This graph shows significant changes in status of students after conduction of SLSS sessions. The number of students in slow performer category decreased from 47 to 46 after first SLSS session and further decreased to 25 in final university examination. Mediocre learner category decreased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

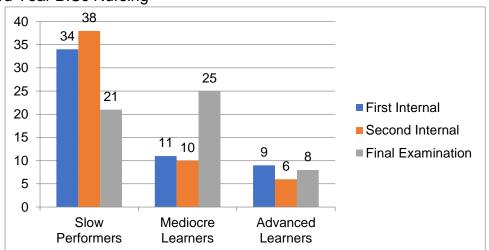
ttested CTC 24/06/2021 Vice-Chancellor

Sumandeep Vidyapeeth An Institution Deemed to be University Vill Pinaria, Taluka: Machadia





**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

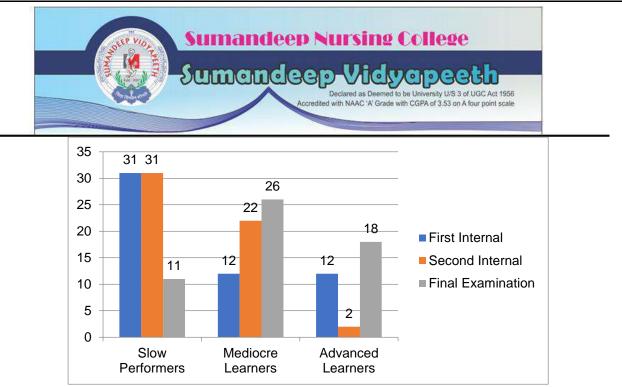
**Figure 3.** This graph shows significant changes in status of students after conduction of SLSS sessions. The number of students in slow performer category increased from 34 to 38 after first SLSS session and further decreased to 21 in final university examination. Mediocre learner category decreased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

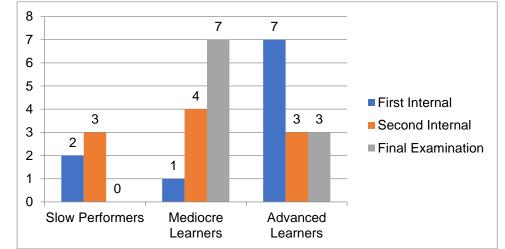
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Dist. Vadodara-331 760. (Gujarat



**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 2 after first SLSS session and further increased to 18 after final university examination.

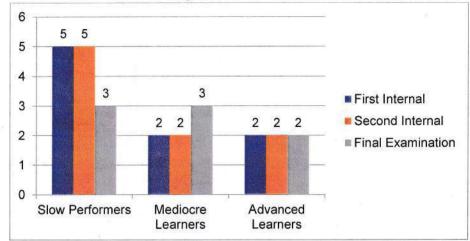


## 5. First Year P.B.B.Sc Nursing

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 earner category decreased from 7 to 3 after first SLSS session and rwemained 3 after first first examination.

Vice-Chancellor Sumandsep Vidyapeeth An Institution Deemed to be Univer-

Vill. Piparia, Taluka: Waghodia. Dist. Vadodara-331 760. (Gujarat) 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

108. Signature of Head of the Institute

PRINCIPAL SUMANDEEP NURSING COLLEGE PIPARIA, WAGHODIA, VADODARA

ttested CTC 24/06/2021 Vice-Chancellor

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: 2015-16

#### 1. Introduction:

Su An Institu 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	Year /	Previous	Categor	ization of S	ation of Students	
Program	Semester of study	Examination	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	5	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 Ianguage and communication skills
/	Attested <sup>3</sup> C	English Sessions	21.10.17 Vi deep Vi of the transformed and	Dr Niketa Patel	Improved English Ianguage and communication
Su <b>m</b> a Institution Vill. Pipa	ndeep Vidyapeet <u>1 Deemed to be III</u> ria, Taluka: Wagbo dara-391 760. (Gu	niversity odia.	Deerned to be		

				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	Year /	Examination	Num	ber of stude	ents
Program	Program Semester of study		Slow	Mediocre	Advanced
	orstudy		Performers	Learners	Learners
		First Internal	64	17	38
Dechalar of	Firstycer	Second	68	29	22
Bachelor of Physiotherapy	First year BPT	Internal			
Filysiotherapy	DFI	Final	47	53	19
		Examination			
		First Internal	92	24	01
Boobolor of	Second year BPT	Second	80	24	02
Bachelor of Physiotherapy		Internal	00	34	03
Гпузюшегару		Final	73	41	03
		Examination	75	41	03
		First Internal	42	23	07
Boobolor of	Third year	Second	20	34	00
Bachelor of	Third year BPT	Internal	29	34	09
Physiotherapy	DFT	Final	38	32	02
		Examination	30	32	02
		First Internal	81	06	02
Bachelor of	Final year	Second	78	08	03
	BPT	Internal			
Physiotherapy	DFI	Final	17	59	02
		Examination*			

\*01 student was absent in the final examination.

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Vice-Chancellor Sumandsep Vidyapeeth An Institution Deemed to be University Vill. Piparia, Taluka: Waghodia. Dist. Vadodara-331 760. (Guiarat)

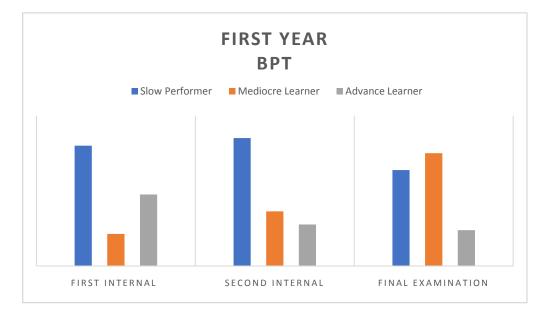




#### **COLLEGE OF PHYSIOTHERAPY**

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

B. Program wise Outcome Analysis:

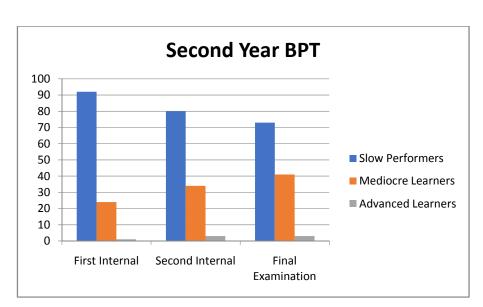


**Fig 01:** In the first year, the number of students in the slow performer category has decreased from the first internals to final examination. The number of mediocre learners has increased in the same period, but the number of students in the advanced learner category has gone down in the final examination.

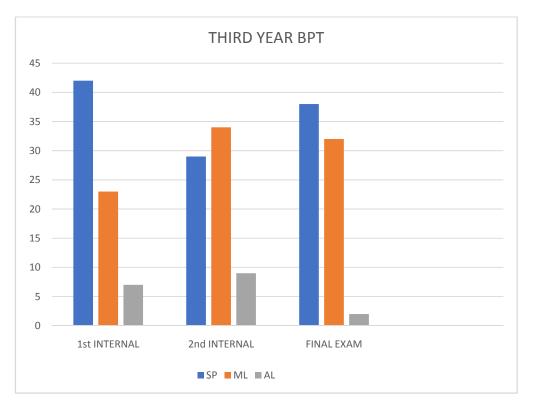
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**Fig 02:** Comparing for the 1<sup>st</sup>, 2<sup>nd</sup> and Final Examinations results, the number of Slow performers have been decreasing whereas for the Mediocre learners the number increased after final exam. For advanced learners there was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

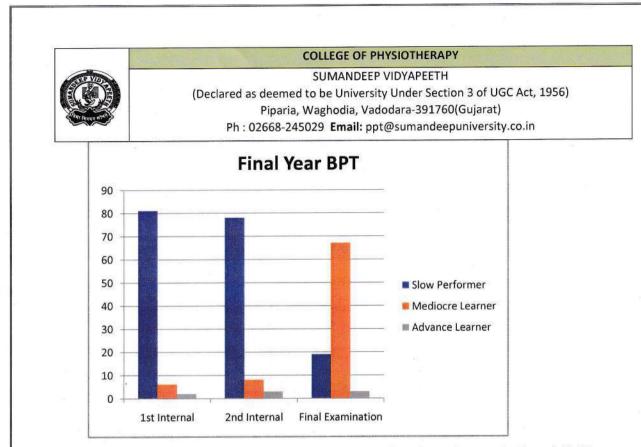


**Fig 03:** Above graph is showing that there was a decrease in number of slow performers and advanced learners but increased number of mediocre learners from first internal to final examination which shows an improvement.

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**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 1<sup>st</sup> 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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Vice-Chancellor Sumandsep Vidyapeeth An Institution Deemed to be University Vill. Piparia, Taluka: Waghodia. Dist. Vadodara-331 760. (Gujarat)

Prof. Lata D. P. M.Sc. P.T. PhD Principal College of Physiotherapy, Page 5 Symandeep Vidyaposth

#### 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	Year /	Previous Examination	Categorization of Students		tudents
Program	Semester		Slow		Advanced
	of study		Performers	Learners	Learners
MBA (Healthcare)	l 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.
×	Atteste	2 d CTC	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	Year /		Number of students			
Program	Semester of study	Examination	Slow Performers	Mediocre Learners	Advanced Learners	
	1 <sup>st</sup> Semester	First Internal	06	12	01	
		Second Internal	08	08	03	
		Final Examination	07	01	11	
	2 <sup>nd</sup> Semester	First Internal	06	11	02	
		Second Internal	08	08	03	
MBA		Final Examination	01	00	18	
(Healthcare)	3 <sup>rd</sup> Semester	First Internal	02	07	04	
		Second Internal	02	07	04	
	Semester	Final Examination	01	00	12	
		First Internal	00	00	11	
	4 <sup>th</sup> Semester	Second Internal	00	00	11	
		Final Examination	00	00	11	

#### B. Program wise Outcome Analysis:



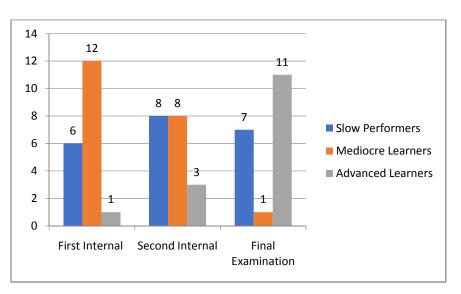
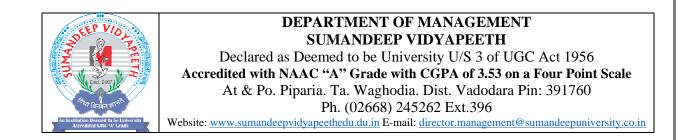
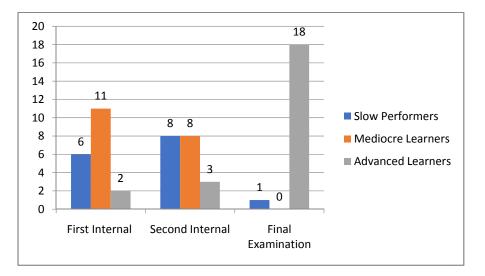


Fig 01: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students inceresed in Slow Performer category form 06 to 08 after 1<sup>st</sup> SLSS programme and decreased from 08 to 17 fra exam , Mediocre Learner category decreased from 12 to 08 after 1<sup>st</sup> Superior of the student of the s

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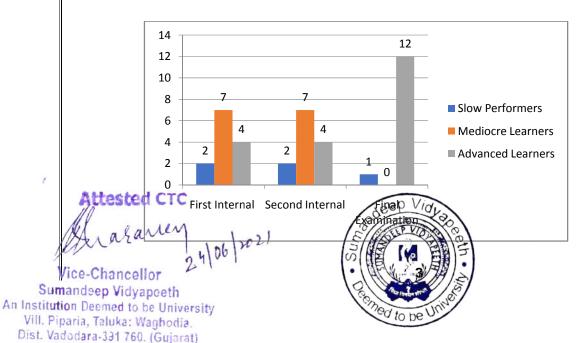


Advance Learner category increased from 01 to 03 after 1<sup>st</sup> SLSS and from 03 to 11 after final examination.



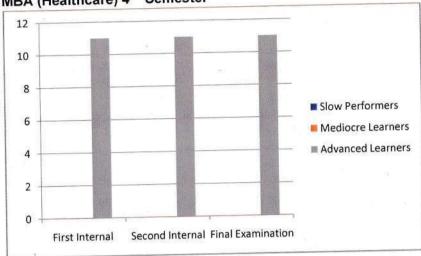
#### 2. MBA (Healthcare) 2<sup>nd</sup> Semester

**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 inceresed in Slow Performer category form 06 to 08 after 1<sup>st</sup> SLSS programme and decreased from 08 to 01 in Final exam , Mediocre Learner category decreased from 11 to 08 after 1<sup>st</sup> SLSS and decreased form 08 to 00 after final exam. Advance Learner category increased from 02 to 03 after 1<sup>st</sup> SLSS and from 03 to 18 after final examination.



#### 3. MBA (Healthcare) 3<sup>rd</sup> 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 remained same in Slow Performer, Mediocre Learner & Advance Learner category 1<sup>st</sup> SLSS programme and decreased in Final exam. Advance Learner category increased from 04 to 12 after final examination.



# 4. MBA (Healthcare) 4<sup>th</sup> 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 Cateogary from First Internal to Fina 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

ttested CTC Vice-Chancellor

Sumandsep Vidyapeeth An Institution Deemed to be University Vill. Piparia, Taluka: Waghodia. Dist. Vadodara-331 760. (Gujarat)







# Student Learning Support System <u>ANNUAL REPORT</u>

### 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	Year /	Previous	Categorization of Students		
Program	Semester of study	Examination	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.	Title of Program	Date /Day	Teaching Faculty	Outcome
	No.			involved	
	1		10 <sup>th</sup> to 14 <sup>th</sup>	1. Dr.Getanjali	New
		Orientation	August	Purohit	Studentsadmitted
		program was	2016		were from diverse
		conducted,		2. Dr Kinjal Jethwa	places from India,
1		where students			so this orientation
Atte	sted	were sensitised		OP Via	program has not
110		to the		3 Mrs Brivanka	only made them
MA A	ran	college and 2021	EL	Sur Shanna	familiar to our
1en c	1997 ( 1977 ( 1997 - 1997 (		DS R		campus rather they
Vice-Cha	ncello	hospital, All the	• []	4. Dr. Fushna shah	also have learnt a
Sumandeep	Vidvap	HOD have			lot about curriculum
An Institution Deem	ed to be	e University	Com	ed to be Unive	
Vill. Piparia, Talu	ika: Wa	abodia.		0 10 De 0	
Dist. Vadodara-33	1 760.	(Gujarat)			

v	ntroduce them with the			including medical ethics,
s	respective subjects.	5.	Dr Rippalbhimani	professionalism and basic medical skills.
a a F i	students were allotted mentors and anti ragging program was introduce to them	6.	Dr.Lavleshkumar	79.6 % students showed incremental outcome while 20.4% showed static outcome.

#### 3. Performance of Student's in each Examination:

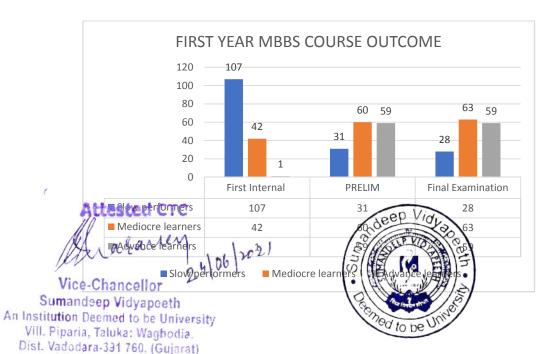
#### A. Categorization:

Name of	Year /	Examination	Number of students		
Program	Semester of study		Slow Performers	Mediocre Learners	Advanced Learners
	First year	First Internal	107	42	1
		Second Internal	31	60	59
		Final Examination	28	63	59
	Second	First Internal	73	27	7
	year	Second Internal	28	65	9
MDDC		Final Examination	27	66	9
MBBS	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:



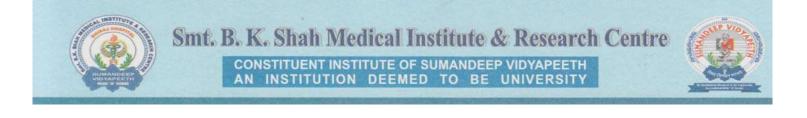


Figure 1 : After first internal examination the number of slow performers have been reduced from107 to 31 and number of mediocre learners have raised from 4 2to 60 and advance learners hiked from 1 to 59.

#### 2. FOR SECOND YEAR MBBS:

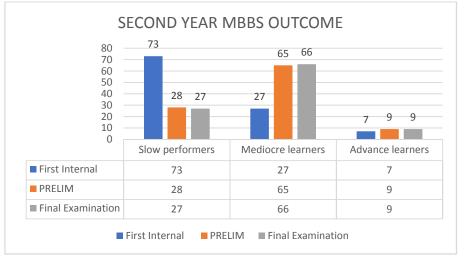
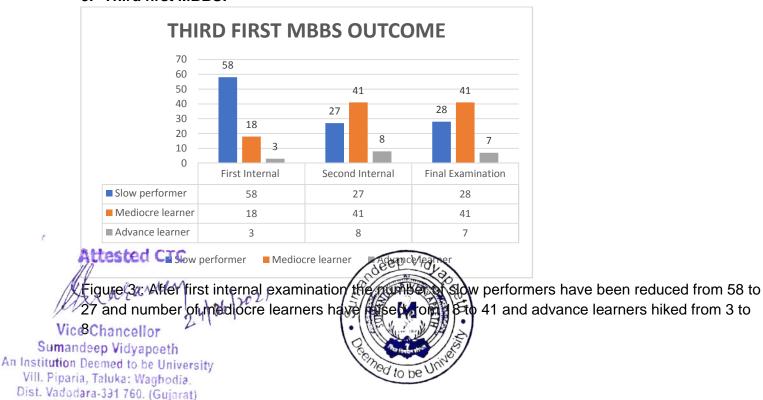
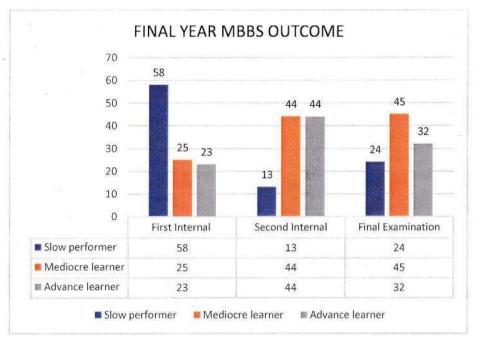


Figure 2 : After first internal examination the number of slow performers have been reduced from 72 to 127 and number of mediocre learners have raised from 28 to 65 and advance learners hiked from 27 to 66.

#### 3. Third first MBBS:





#### 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 hasrisen 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

Dean

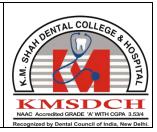


ttested CTC 4/06/2021 Vice-Chancellor

Sumandsep Vidyapeeth AT, & POST.: PIPARIA, TAL.: WAGHODIA, DIST.: VADODARA - 391 760. PH.: (02668) 245126 An Institution Deemed to be University E-Mail: gvshahdean@yahoo.co.in / www.sumandeepvidyapeethdu.edu.in VIII. Piparia, Taluka: Waghodia. Dist. Vadodara-331 760. (Gujarat)



## 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: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	Year /	Previous Categorization of Stu			tudents
Program	Semester of study	Examination	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.

ttested CTC aner 24/06/2021 Vice-Chancellor

Sumandeep Vidyapeeth An Institution Depmed to be Universit

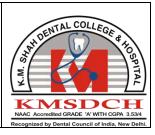






# K.M.SHAH DENTAL COLLEGE & HOSPITAL SUMANDEEP VIDYAPEETH (Declared Under Section 3 of UGC Act, 1956) Vill. Piparia, Waghodia Taluka, Dist. Vadodara-391760

(Gujarat)



# 3. Performance of Student's in each Examination:

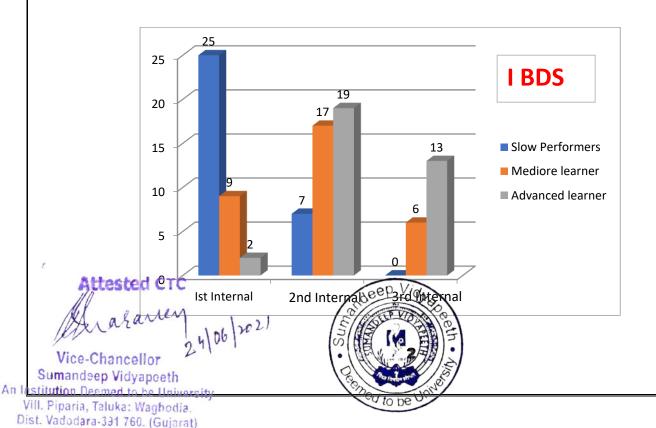
# A. Categorization:

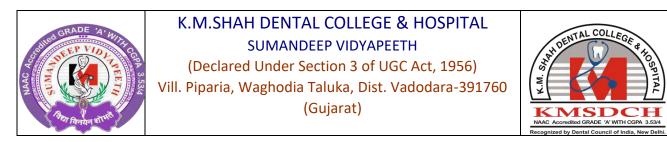
Name of	Year /	Examination	Num	ber of stude	ents
Program	am Semester of study		Slow Performers	Mediocre Learners	Advanced Learners
	1 <sup>st</sup> Year	First Internal	25	7	00
		Second Internal	09	17	06
		Final Examination	02	19	13
	2 <sup>nd</sup> Year	First Internal	91	00	00
		Second Internal	85	06	00
		Final Examination	48	42	01
BDS	3 <sup>rd</sup> 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:

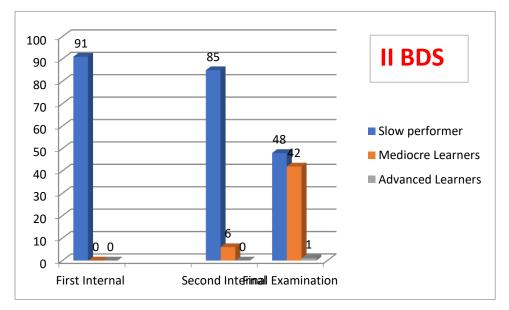
(Provide brief description and Analysis, along with Graphical presentation)





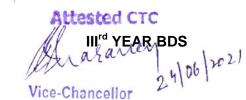


**Fig 01:** This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students in Slow Performer categories as we can see that number of students in Slow Learners are decreasing and Numbers of Students in Mediocre learning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



#### II<sup>nd</sup> YEAR BDS

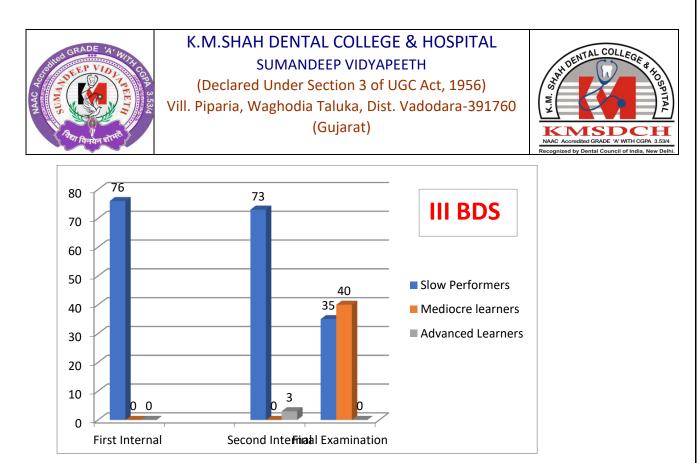
**Fig 02:** This Graph represent changes in status of student after conduction of SLSS program. The graph have shown significant improvement in the level of students in slow performersin final exam also Mediocre learners are incressed. when first internal was compared to final outcome of the program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



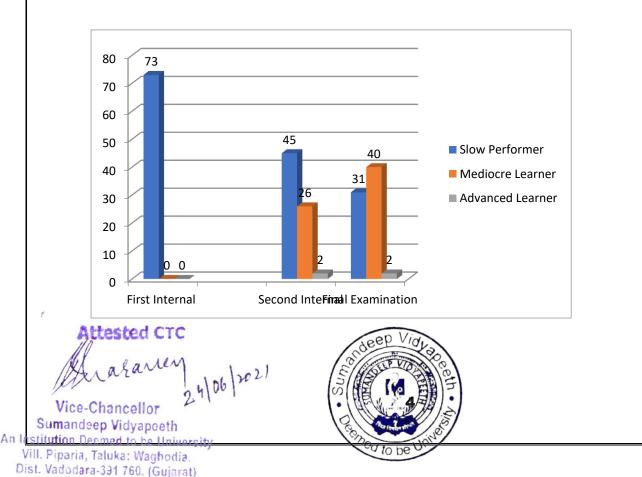
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Vill. Piparia, Taluka: Waghodia. Dist. Vadodara-331 760. (Gujarat)





**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 incresed. When compared to final outcome of the program ie After University exams there is over all increse in Mediocre Learner and Advanced Learner categories compared to First internal Exam of the students



## IV<sup>th</sup> YEAR BDS



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

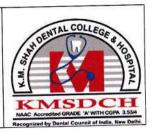


Fig 04: This Graph represent changes in status of student after conduction of SLSS program. The graph have shown that there were no mediocre learners in first internal but then there was significant improvement in the level of students in Slow Performer categories as we can see that no of students in Slow Learners are decreasing and Numbers of Students in Mediocre learning had incresed. 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.

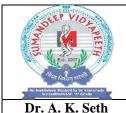
Sr. No.	Recommendations	Action Taken	Outcome
1	Third BDS student's number of advanced learners can be improved.	Students were monitored for increasing their ability to achieve advanced learning	Number of students in mediocre and advanced learner categories was maintained.

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

Dean K.M.Shah Dental College & Hospital Sumandeep Vidyapeeth Piparia, Tal. Waghodia (Vadodara)

tested CTC 24/06/2021 ice-Chancellor





# DEPARTMENT OF PHARMACY SUMANDEEP VIDYAPEETH

(An Institution Deemed To Be University) Vill. Piparia, Waghodia Taluka, Dist. Vadodara- 391760 (Gujarat) Phone: +91 2668 245073

HOD

URL: www.sumandeepuniversity.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.

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

A. Categorization:

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

Pharm.D I Year Sr. No. Title of Teaching Outcome Date Program Faculty involved 1 02/09/2016. Mr. Ashok Special Improvement in **Mathematics** Mathematical skills required 03/09/2016 Tejwani for pharmaceutical drug class dosage calculations. Special Mrs. Kinjal Actual view of various 2 Teaching 05/09 Pharmaceutical science tested CTC Ratel through video 06/090 process as given in text books. 06 ce-Chancellor Sumandsep Vidyapeeth An Institution Deemed to be University Vill. Piparia, Taluka: Waghodia. Dist. Vadodara-331 760. (Gujarat)

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

#### B. Pharm

<b>C</b>	Title of	Data	Teeshing	0
Sr.	Title of	Date	Teaching	Outcome
No.	Program		Faculty	
			involved	
1	Special	12/09/2016,	Mr. Ashok	Improvement in Mathematical
	Mathematics	13/09/2016	Tejwani	skills required for pharmaceutical
	class			drug dosage calculations.
2	Special	14/09/2016,	Dr. Dhanya B	Actual view of various
	Teaching	15/09/2016	Sen.	Pharmaceutical science process
	through			as given in text books.
	video			
3	Interactive	16/09/2016,	Dr. Nirmal	Interactive session to clarify any
	sessions on	17/09/2016	Shah	query related to Pharmacy
	profession			profession and bring confidence
	related			among students for their future.
	topics with			
	Classmates			

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

	Name of	Year /	Examination	Num	ber of stude	ents
	Program	Semester		Slow	Mediocre	Advanced
		of study		Performers	Learners	Learners
		1 <sup>st</sup>	First Internal	02	14	26
		Semester	Second Internal	12	11	19
			Final	15	08	19
			Examination			
		2 <sup>nd</sup>	First Internal	15	11	16
		Semester	Second Internal	15	12	15
			Final	15	07	20
			Examination			
	B.Pharm	2 <sup>nd</sup> Year	First Internal	25	04	16
			Second Internal	36	01	08
			Final	14	14	17
			Examination			
		3 <sup>rd</sup> Year	First Internal	21	04	08
1			Second Internal	22	02	09
Atteste	d CTC		Final	12	11	10
1111			Examination PVic			
All all	nen	4 <sup>th</sup> Year	First Internation	20	01	07
Vice-Chance Sumandeep Vidy	apceth	6 21	Service Se			
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Dr. A. K. Seth HOD

# DEPARTMENT OF PHARMACY SUMANDEEP VIDYAPEETH

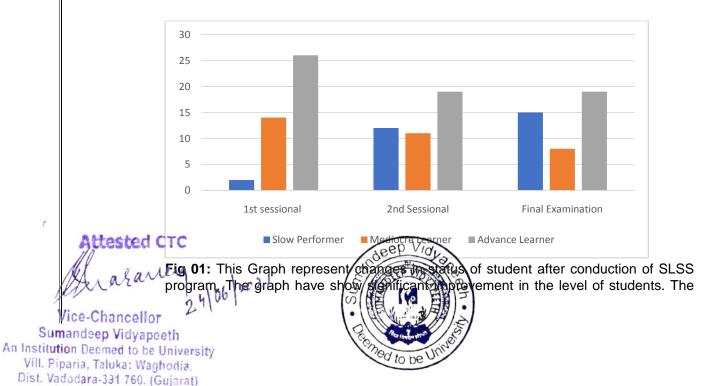
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		Second Internal	22	01	05
		Final	05	14	09
		Examination			
	1 <sup>st</sup> Year	First Internal	04	12	14
		Second Internal	06	17	07
		Final Examination	01	11	18
	2 <sup>nd</sup> Year	First Internal	11	08	05
		Second Internal	10	10	04
		Final Examination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

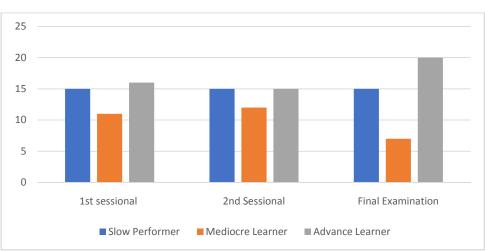
## B. Program wise Outcome Analysis:

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

## 1. 1<sup>st</sup> Semester B. Pharm

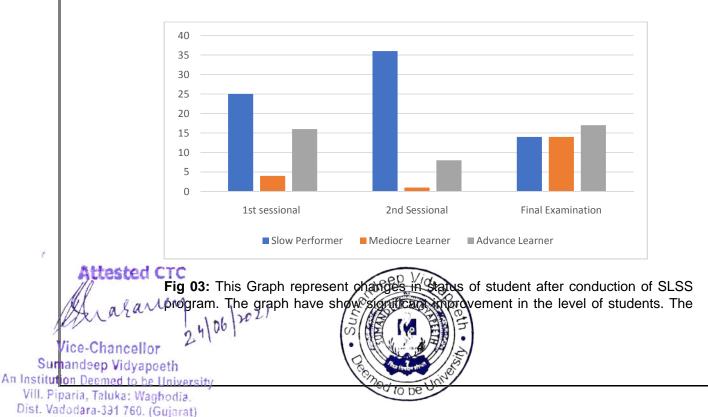


number of students increased in Slow Performer category from02 to 12 after 1<sup>st</sup> SLSS programme and decreased from 12 to 15 in Final exam , Mediocre Learner category decreased from 14 to 11 after 1<sup>st</sup> SLSS and increased from11 to 08 after final exam. Advance Learner category decreased from 26 to 19 after 1<sup>st</sup> SLSS and remained same from 19 to 19 after final examination.

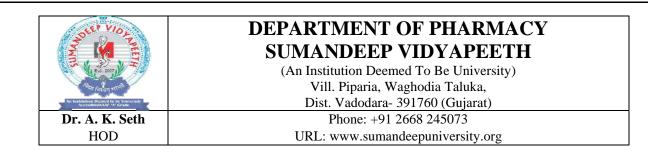


# 2. 2<sup>nd</sup> Semester B. Pharm

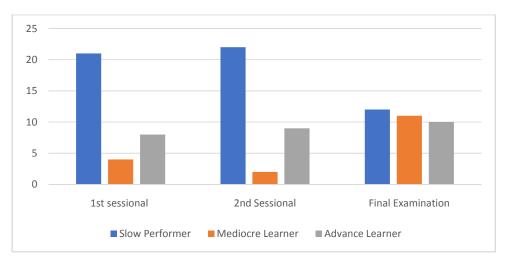
**Fig 02:** This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students remained same in Slow Performer category from15 to 15 after 1<sup>st</sup> SLSS programme andfrom 15 to 15 in Final exam , Mediocre Learner category increased from 11 to 12 after 1<sup>st</sup> SLSS and decreasedfrom12 to 07 after final exam. Advance Learner category decreased from 16 to 15 after 1<sup>st</sup> SLSS and increased from 15 to 20 after final examination.



## 3. 2<sup>nd</sup> Year B. Pharm



number of students increased in Slow Performer category from25 to 36 after 1<sup>st</sup> SLSS programme and decreasedfrom 36 to 14 in Final exam , Mediocre Learner category decreased from 04 to 01 after 1<sup>st</sup> SLSS and increased from 01 to 14 after final exam. Advance Learner category decreased from 16 to 08 after 1<sup>st</sup> SLSS and increased from 08 to 17 after final examination.

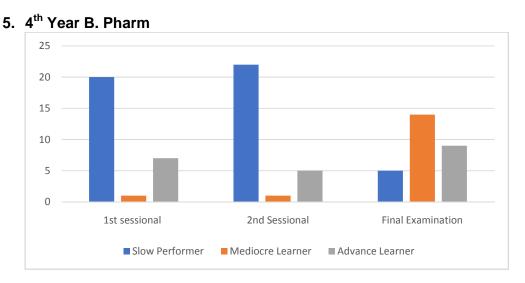


# 4. 3<sup>rd</sup> Year B. Pharm

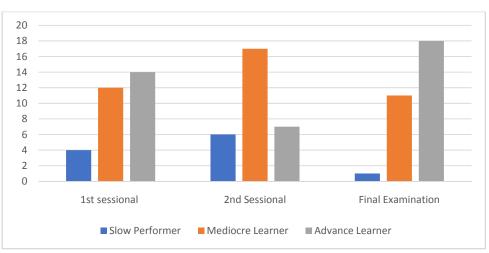
**Fig 04:** This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students remained same in Slow Performer category from15 to 15 after 1<sup>st</sup> SLSS programme andfrom 15 to 15 in Final exam , Mediocre Learner category increased from 11 to 12 after 1<sup>st</sup> SLSS and decreasedfrom12 to 07 after final exam. Advance Learner category decreased from 16 to 15 after 1<sup>st</sup> SLSS and increased from 15 to 20 after final examination.

ested CTC 24/06/2021 ce-Chancellor





**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 1<sup>st</sup> SLSS programme and decreasedfrom 22 to 05 in Final exam , Mediocre Learner category remained same from 01 to 01 after 1<sup>st</sup> SLSS and increasedfrom 01 to 14 after final exam. Advance Learner category decreased from 07 to 05 after 1<sup>st</sup> SLSS and increased from 05 to 09 after final examination.

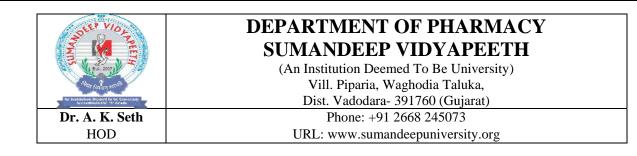


#### 6. 1<sup>st</sup> Year Pharm. D

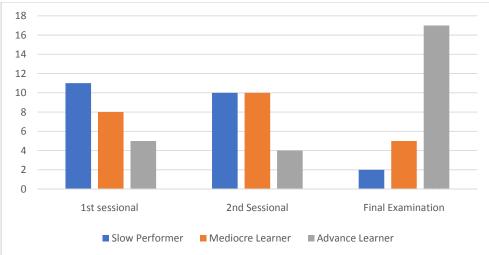
**Fig 06:** This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students increased in Slow Performer category from04 to 06 after 1<sup>st</sup> SLSS programme and decreased from 06 to 01 in Final exam , Mediocre Learner category increased from 12 to 17 after 1<sup>st</sup> SLSS and increased from17 to 11 after final exam.

anen 24/06/2021 ice-Chancellor Sumandeep Vidyapeeth

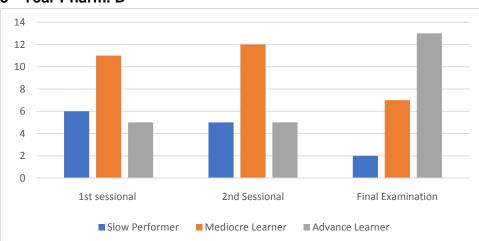
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**Fig 07:** This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students decreased in Slow Performer category from23 to 09 after 1<sup>st</sup> SLSS programme and increased from 09 to 16 in Final exam , Mediocre Learner category increased from 17 to 24 after 1<sup>st</sup> SLSS and decreased from24 to 16 after final exam. Advance Learner category increased from 7 to 14 after 1<sup>st</sup> SLSS and from 14 to 15 after final examination.



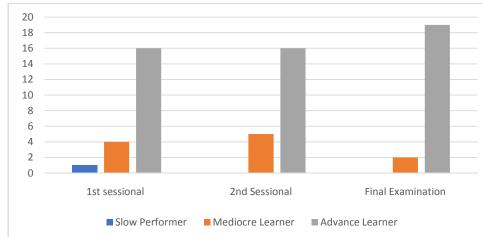
#### 8. 3<sup>rd</sup> Year Pharm. D

2021

**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 from06 to 04 after 1<sup>st</sup> SLSS programme and from 04 to 01 in Final examy dediocre Learner category increased from 20 to 22 after 1<sup>st</sup> SLSS and decreased from 22 to 13 after final exam. Advance Learner

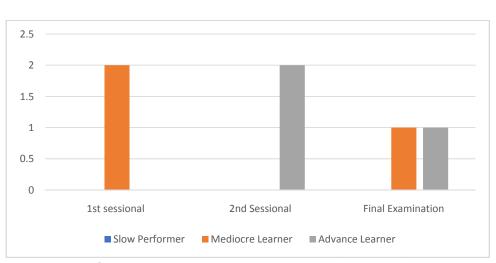


category remained same from 04 to 04 after 1<sup>st</sup> SLSS and increased from 04 to 16 after final examination.



## 9. 4<sup>th</sup> Year Pharm. D

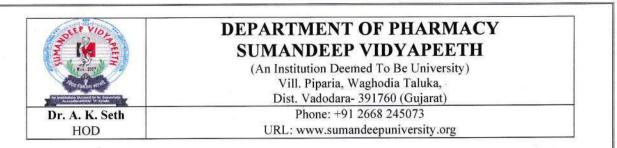
**Fig 09:** This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students increased in Slow Performer category from06 to 08 after 1<sup>st</sup> SLSS programme and decreased from 08 to 02 in Final exam , Mediocre Learner category decreased from 03 to 02 after 1<sup>st</sup> SLSS and increased from02 to 07 after final exam. Advance Learner category decreased from 16 to 15 after 1<sup>st</sup> SLSS and increased from 15 to 16 after final examination.



## 10. 5<sup>th</sup> Year Pharm. D

2021

**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 from03 to 02 after 1<sup>st</sup> SLSS programme and remainded same from 02 in Final exam , Mediocre Learner category increased from 06 to 09 after 1<sup>st</sup> SLSS and decreased from09 to 03 after final exam. Advance Learner category decreased from 11 after 1<sup>st</sup> 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.	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.

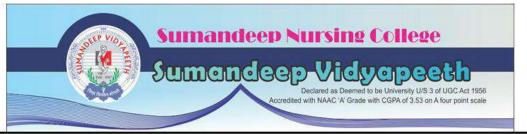
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Signature of Head of the Institute

DEPT. OF PHARMACY SUMANDEEP VIDYAPEETH UNIVER Pipariya. Ta. Waghodia. Dist. Vadodara-391 760.

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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	Year /	Previous	Categorization of Studer		tudents
Program	Semester of study	Examination	Slow Performers	Mediocre Learners	Advanced Learners
B.Sc	First Year	12 <sup>th</sup>			
Nursing		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
8 A.L.	First Year	P.B.B.Sc Nursin	g		
ALCO	Sr. No.	Title of	Date deep Vic	Teaching Faculty	Outcome
An	ranen		S SUS VO	involved	
Vice-Cha		Personality Development	2.09/2016	Tamail P A	An attempt for modification of
umandeep \		00-11:5 (# 44-1) 5	E Ret Indea the		

to be

				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:

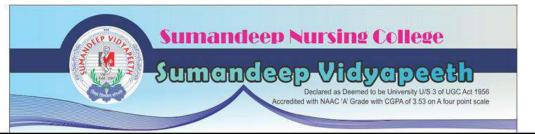
# A. Categorization:

Name of	Year /	Examination	Number of students			
Program	Semester of study		Slow Performers	Mediocre Learners	Advanced Learners	
	First Year	First Internal	70	14	6	
B.Sc		Second Internal	76	11	3	
Nursing		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	
	Second Year	First Internal	2	2	6	
		Second Internal	3	4	3	
sted CTC	106/2021	Final Examination	0	2	8	

Vice-Chancello B.Sc Nursing First Year: 2 students in continued before Final Examination.

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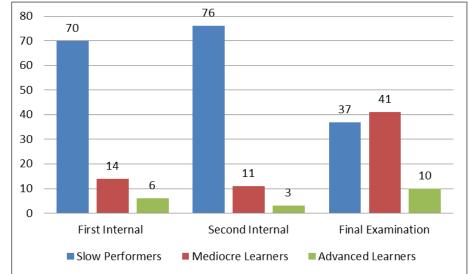
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- In B.Sc Nursing Second Year: 1 student discontinued before Second internal & Final Examination.
- In B.Sc Nursing Third Year: 2 students have not appeared in the Final Examination.

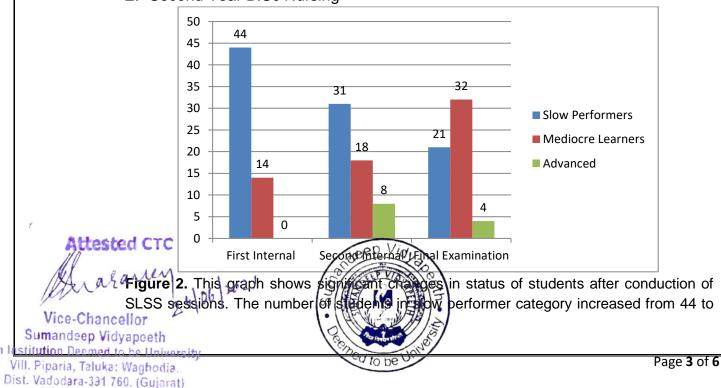
# B. Program wise Outcome Analysis:

1. First Year B.Sc Nursing

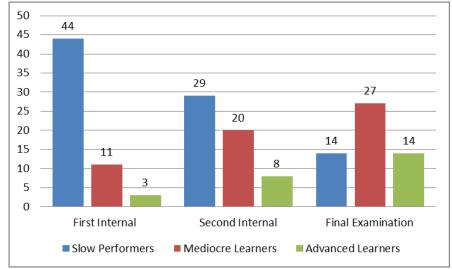


**Figure 1.** This graph shows significant changes in status of students after conduction of SLSS sessions. The number of students in slow performer category increased from 70 to 76 after first SLSS session and decreased to 37 in final university examination. Mediocre learner category decreased from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

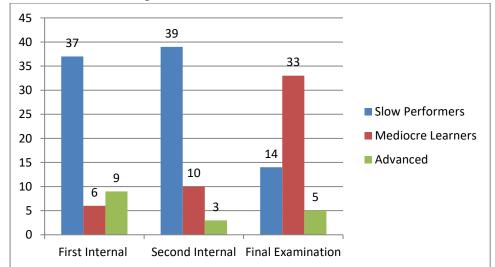


31 after first SLSS session and decreased to 21 in final university examination. Mediocre learner category increased 14 to 18 after first SLSS session and further increased to 32 after final university examination. Advanced learner category increased from 0 to 8 after first SLSS session and further to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

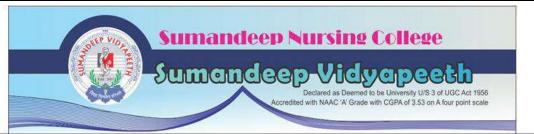
**Figure 4.** This graph shows significant changes in status of students after conduction of SLSS sessions. The number of students in slow performer category increased from 37 to 39 after first SLSS session and decreased to 14 in final university examination. Mediocre learner category increased from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

Vice-Chancellor Sumandsep Vidyapeeth An Institution Deemed to be Universive Vill. Piparia, Taluka: Waghodia.

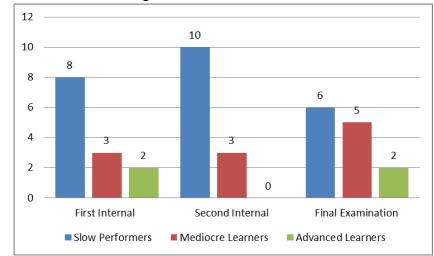
Dist. Vadodara-331 760. (Gujarat)

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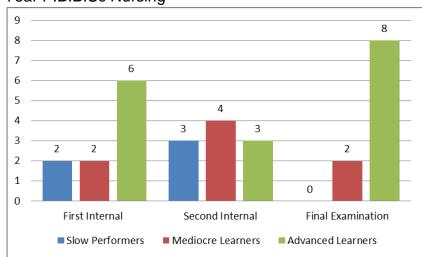
106



# 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.

ttested CTC 06/2021

Vice-Chancellor Sumandsep Vidyapeeth An Institution Deemed to be University Vill. Piparia, Taluka: Waghodia.

Dist. Vadodara-331 760. (Gujarat)

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

00, he Institute Signature of Head

PRINCIPAL SUMANDEEP NURSING COLLEGE PIPARIA, WAGHODIA, VADODARA

ttested CTC aner 4/06 Vice-Chancellor





#### **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	Year /	Previous	Categorization of Students			
Program	Semester of study	Examination	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:

2       English Sessions       26.10.16       Dr Niketa Patel       Improved English language and communicatio skills         ttested 3CTC English Sessions       09.11.16       Dr Niketa Patel       Improved English language and communicatio skills         Marcan       Marcan       09.11.16       Dr Niketa Patel       Improved English language and communicatio skills	Sr. No.	Title of Program	Date	Teaching Faculty involved	Outcome
Liteste 13CTO English Sessions 09.11.18 Dr Niketa Patel Improved English language and communication skills	1	English Sessions	19.10.16	Dr Niketa Patel	English language and communication
alanen ul ob 1021			26.10.16	Dr Niketa Patel	English language and communication
p Vidyapeeth	alaner	24/06/2021	09.11 16 V	Dr Niketa Patel	•

Vill. Piparia, Taluka: Waghodia. Dist. Vadodara-331 760. (Gujarat)

Sur An Institut

				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	Year /	Examination	Num	ber of stude	of students	
Program	Semester of study		Slow Performers	Mediocre Learners	Advanced Learners	
		First Internal	68	25	19	
Bachelor of	First year BPT	Second Internal	87*	20	04	
Physiotherapy	DFI	Final Examination	60*	41	10	
		First Internal	60	38	5	
Bachelor of	Second	Second Internal	41	53	09	
Physiotherapy	year BPT	Final Examination	62	41	00	
		First Internal	48	42	12	
Bachelor of Physiotherapy	Third year BPT	Second Internal	32	52	18	
- Hydiothorapy	2	Final Examination	43	56	03	
		First Internal	49	18	02	
Bachelor of	Final year	Second Internal	48	14	07	
Physiotherapy	BPT	Final Examination	14	48	07	

\* 01 student left the course

1 Attested CTC 24/06/2021 Sarren Vice-Chancellor

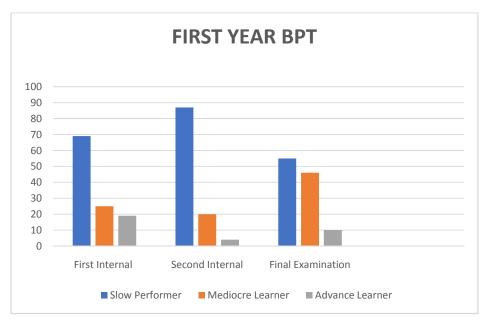




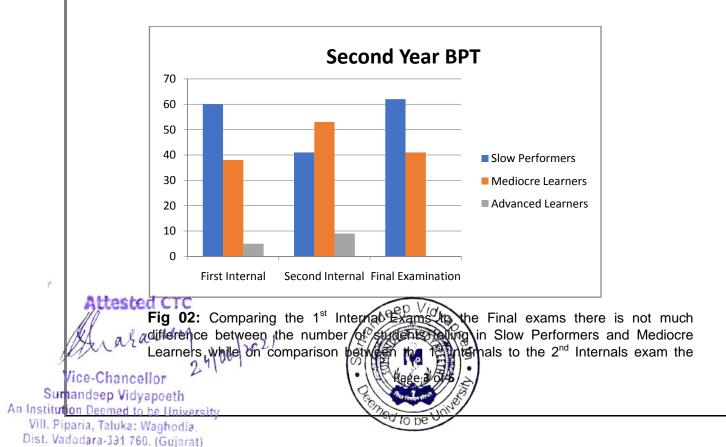
#### COLLEGE OF PHYSIOTHERAPY

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

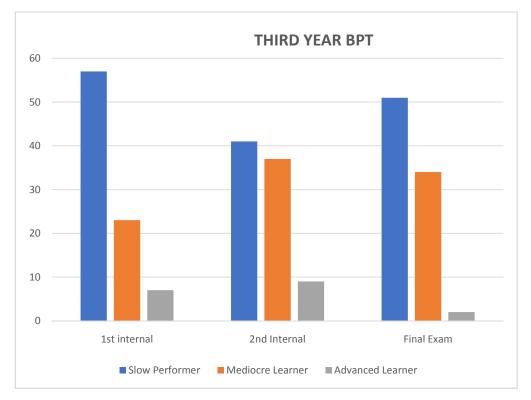
## B. Program wise Outcome Analysis:



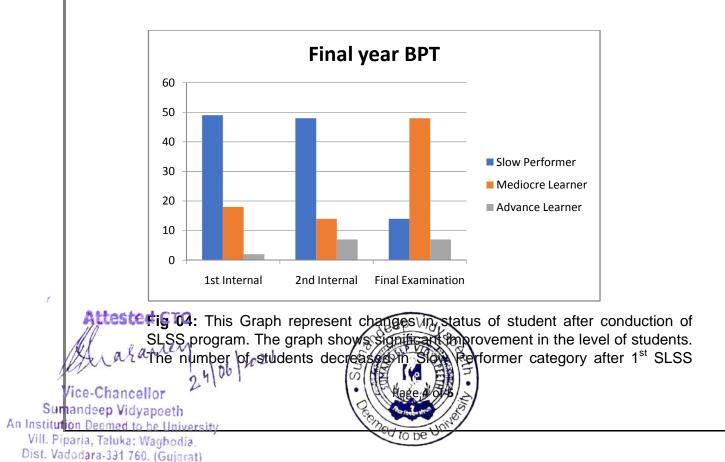
**Fig 01:** In the first year, the number of students in the slow performer category has decreased from the first internals to final examination. The number of mediocre learners has increased in the same period, but the number of students in the advanced learner category has gone down in the final examination.



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 1<sup>st</sup> 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.



#### 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

programme and after Final exam, Mediocre Learner category decreased after 1<sup>st</sup> SLSS program and increased after final exam.Advance Learner category increased after 1<sup>st</sup> 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 Gmail: principal.physiotherapy@sumandeepvidyapaethdu.edu.in

ttested CTC alanes 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: 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	Year /	Previous	Categori	ization of St	tudents
Program	Semester of study	Examination	Slow Performers	Mediocre Learners	Advanced Learners
MBA (Healthcare)	l Semester	BDS/BPT/B.Sc/ B.com/BBA	06	08	05

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

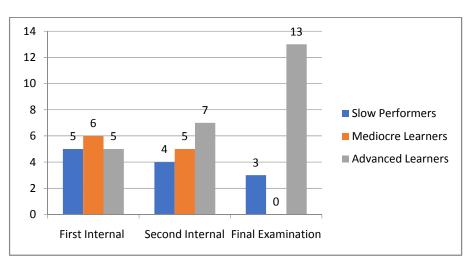
## MBA (Healthcare) I Semester

			anneare) i Gennes			
		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 <sup>st</sup> semester studies
ć	Atteste		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
Sum An Instituti Vill. Pip	Vice-Chancel landeep Vidya on Deemed to varia, Taluka: W lodara-391 760	llor apceth be University Vaghodia,	06/2021	Deecred to b	Boeth Auso	

#### 3. Performance of Student's in each Examination: A. Categorization: MBA (Healthcare)

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

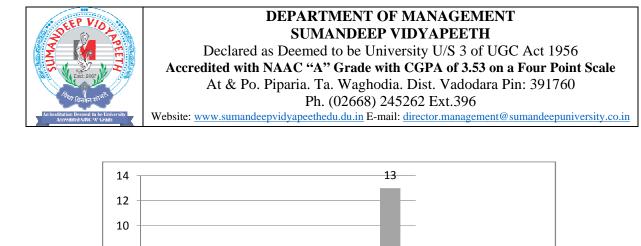
## B. Program wise Outcome Analysis:

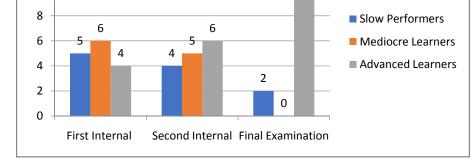


#### 1. MBA (Healthcare) 1<sup>st</sup> Semester

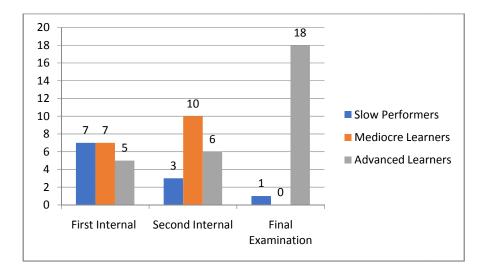
**Fig 01**. This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students decreased in Slow Performer category form 05 to 04 after 1<sup>st</sup> SLSS programme and decreased from 04 to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

CTO rea 2. MBA (Healthcare) 2<sup>nd</sup> Semester 24/06/2021 lice-Chancellor Sumandeep Vidyapeeth An Institution Deemed to be University Vill. Piparia, Taluka: Waghodia. Dist. Vadodara-331 760. (Gujarat)





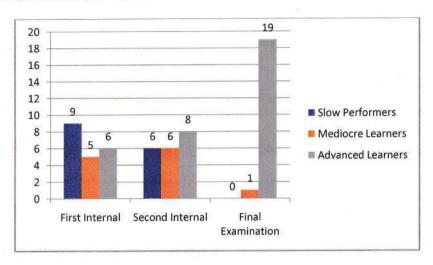
**Fig 2** This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students decreased in Slow Performer category form 05 to 04 after 1<sup>st</sup> SLSS programme and decreased from 04 to 02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



#### 3. MBA (Healthcare) 3<sup>rd</sup> Semester

Vill. Piparia, Taluka: Waghodia. Dist. Vadodara-331 760. (Gujarat)

Fig 3 This Graph represent changes in status of student after conduction of SLSS program. The Attestion have show significant improvement in the level of students. The number of students decreased in Slow Performer category form 07 to 3 after 1<sup>st</sup> SLSS programme and decreased afform 03 to 01 in Final exam, Mediocre Centrer support increased from 07 to 10 after 1<sup>st</sup> SLSS Vice-Chancellor Sumandsep Vidyapceth An Institution Decmed to be University and decreased form 10 to 00 after final exam. Advance Learner category increased from 05 to 06 after 1<sup>st</sup> SLSS and from 06 to18 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 form 09 to 06 after 1<sup>st</sup> SLSS programme and decreased from 06 to 00 in Final exam, Mediocre Learner category increased from 05 to 06 after 1<sup>st</sup> SLSS and decreased form 06 to 01 after final exam. Advance Learner category increased from 06 to 08 after 1<sup>st</sup> 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

ested CTC 4/06/2021





Dist. Vadodara-331 760. (Gujarat)

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INSTITUTION DEEMED TO BE UNIVERSIT

# 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			Categorization of Students			
Program		Slow Performers		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		1. Dr.Getanjali	New
		<b>MBBS:</b> 1.		Purohit	Studentsadmitted
		Foundation			were from diverse
		course includes:		2. Dr Kinjal Jethwa	places from India,
		campus	Every		so this orientation
2		orientation,		<ol><li>Mrs Priyanka</li></ol>	program has not
Atte	sted	patient safety,	Monday,	Sharma	only made them
110		local language	6	eep Vidya	familiar to our
ALL A	Lan	programs,	Wednesday	STREE BORNES	campus rather they
1000		communication		4. Mr Hasshah	also have learnt a
Vice-Cha	ncelle	skills, Computer	& Saturdá		lot about curriculum
Sumandeep V		ceth		Mar Harden W	
An Institution Deeme Vill. Piparia, Talul	d to be	e University	Com	ed to be Unive	



CONSTITUENT INSTITUTE OF SUMANDEEP VIDYAPEETH AN INSTITUTION DEEMED TO BE UNIVERSITY



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

## 3. Performance of Student's in each Examination:

#### A. Categorization:

Name of	Year /	Examination	Num	ber of stude	ents
Program	Semester of study		Slow Performers	Mediocre Learners	Advanced Learners
	First year	First Internal	107	42	1
		Second Internal	10	109	31
		Final			
		Examination	26	118	06
	Second	First Internal	95	35	2
year		Second Internal	15	95	22
		Final			
MBBS		Examination	13	97	22
IVIDDO	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			
ted CTC		Examination	Vidy 38	46	0

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# B. Program wise Outcome Analysis:

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

# 1. FIRST MBBS

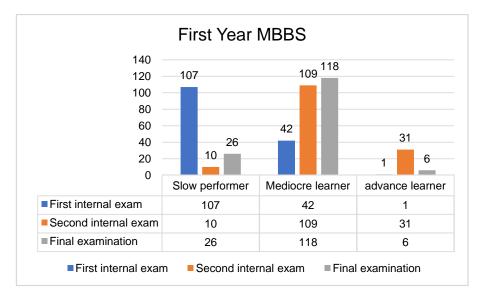
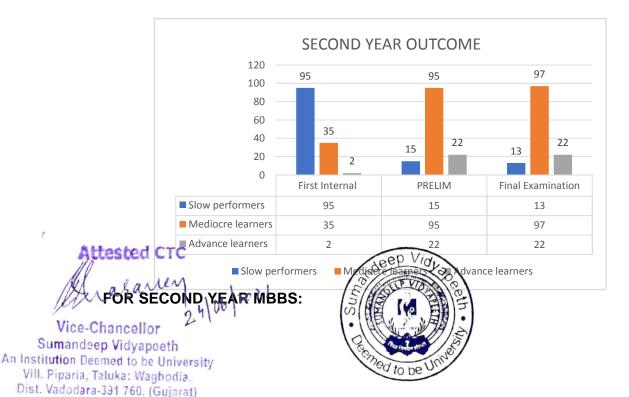


Figure 1 : After first internal examination the number of slow performers have been reduced from 107 to 26 and number of mediocre learners have raised from 42 to 118 and advance learners hiked from 1 to 31.



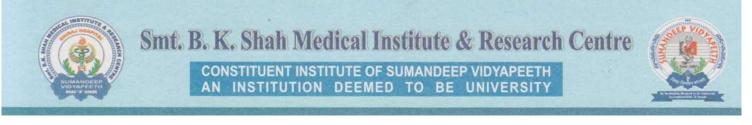


Figure 2 :After first internal examination the number of slow performers have been reduced from 95 to 15 and number of mediocre learners have raised from 35 to 95 and advance learners hiked from 2.

# 2. Third first MBBS:

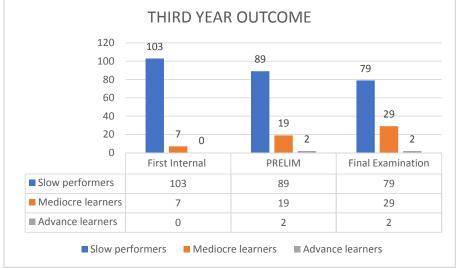
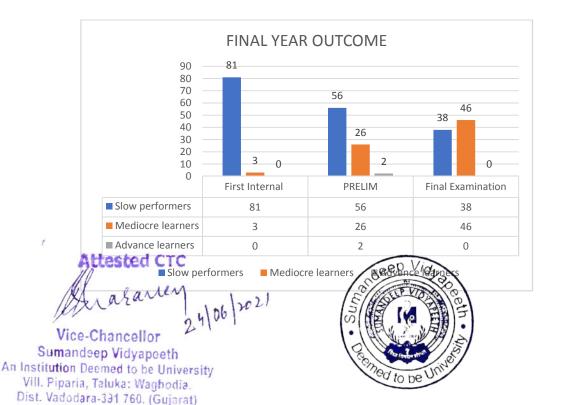


Figure 3 : After first internal examination the number of slow performers have been reduced from 103 to 89 and number of mediocre learners have raised from 7 to 19 and advance learners hiked from 0 to 2





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#### 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:nit

Signature of Head of the Institute

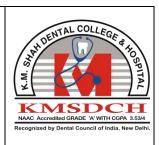
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# K.M.SHAH DENTAL COLLEGE & HOSPITAL SUMANDEEP VIDYAPEETH (Declared Under Section 3 of UGC Act, 1956) Vill. Piparia, Waghodia Taluka, Dist. Vadodara-391760 (Gujarat)



# 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:

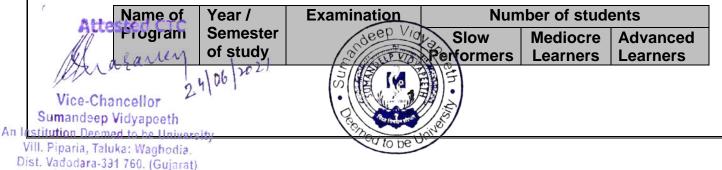
Name of	Year /	Previous	Categor	tudents	
Program	Semester of study	Examination	Slow Performers	Mediocre Learners	Advanced Learners
BDS	I BDS	HSC	06	17	20

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.

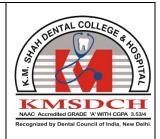
# 3. Performance of Student's in each Examination:

# A. Categorization:





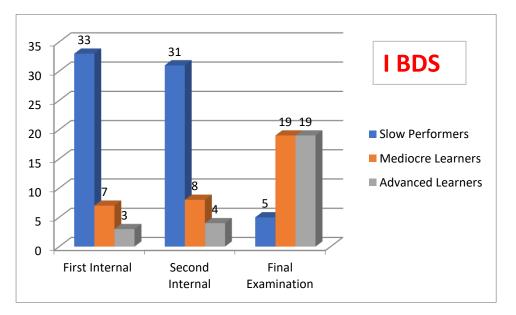
# K.M.SHAH DENTAL COLLEGE & HOSPITAL SUMANDEEP VIDYAPEETH (Declared Under Section 3 of UGC Act, 1956) Vill. Piparia, Waghodia Taluka, Dist. Vadodara-391760 (Gujarat)



	1 <sup>st</sup> Year	First Internal	33	07	03
		Second Internal	31	08	04
		Final Examination	05	19	19
	2 <sup>nd</sup> Year	First Internal	25	10	02
		Second Internal	20	12	05
		Final Examination	08	16	13
BDS	3 <sup>rd</sup> 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:

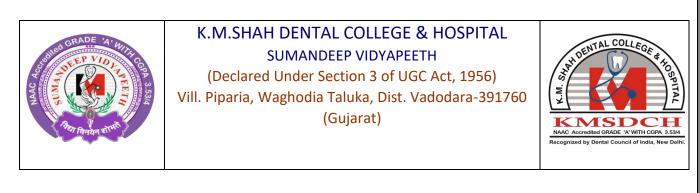
(Provide brief description and Analysis, along with Graphical presentation)

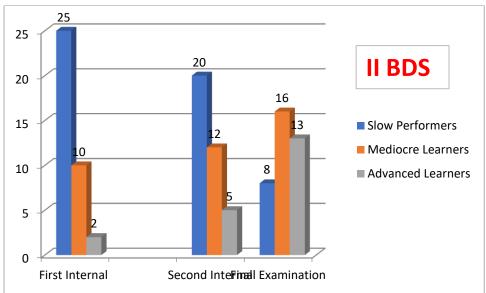


**Fig 01:** This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students in Slow Performer categories as we can see that number of students in Slow Learners are decreasing and Numbers of Students in Mediocre learning had incressed. When compared to final outcome of the program ie After University exams there is over all incress in **Mediocre Learner** and Advanced Learner categories compared to First internal Exam of the students. Advanced learners we see not after second internal examination.

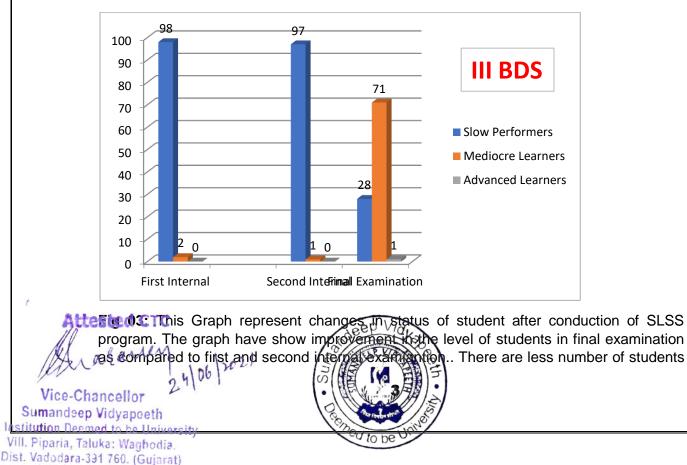
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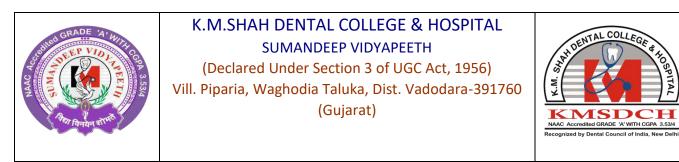




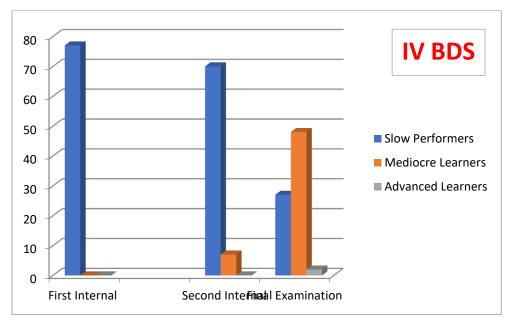
**Fig 02:** This Graph represent changes in status of student after conduction of SLSS program. The graph have shown significant improvement in the level of students in slow performersin final exam also Mediocre learners are incressed. when first internal was compared to final outcome of the program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



An la



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



**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 nmber of students in Slow Learners are decreasing and Numbers of Students in Mediocre learning had incresed. When compared to final outcome of the program ie After University exams there is over all increse 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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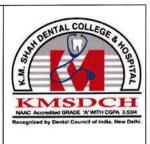
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Dist. Vadodara-331 760. (Gujarat)





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



## 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 K.M.Shah Dental College & Hospital Sumandeep Vidyapeeth Piparia, Tal.Waghodia (Vadodara)

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# **DEPARTMENT OF PHARMACY** SUMANDEEP VIDYAPEETH

(An Institution Deemed To Be University) Vill. Piparia, Waghodia Taluka, Dist. Vadodara- 391760 (Gujarat) Phone: +91 2668 245073

URL: www.sumandeepuniversity.org

# 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.

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

## A Categorization

## 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.
Atteste		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.
Vice-Chance Sumandeep Vidy An Institution Deemed to Vill. Piparia, Taluka: V Dist. Vadodara-331 766	llor apceth be Univ Vagbod	ersity	OSTORIZO TCO	United Street	Interactive session to clarify

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

## 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	Year /	Examination	Num	ber of stude	ents
	Program	Semester of study		Slow Performers	Mediocre Learners	Advanced Learners
		1 <sup>st</sup>	First Internal	25	08	04
		Semester	Second Internal	17	09	11
			Final	12	05	20
			Examination			
		2 <sup>nd</sup>	First Internal	14	03	20
		Semester	Second Internal	21	07	09
			Final	19	07	11
			Examination			
	B.Pharm	3 <sup>rd</sup>	First Internal	12	11	19
		Semester	Second Internal	06	08	28
			Final	11	05	26
			Examination			
		4 <sup>th</sup>	First Internal	10	11	21
. Billiothe	- cro	Semester	Second Internal	12	07	23
Atteste	acic		Final deep Vic	16	05	21
All a.	Nen	2	Examination			
Anara	10	3 <sup>rd</sup> Year	First Internal	27	09	05
Vice-Chance Sumandeep Vidy	llor 2 11 apceth	01	S. De			
An Institution Deemed to Vill. Piparia, Taluka: V	<u>ne University</u> Nachodia		to be			
Dist. Vadodara-331 760	0. (Gujarat)					



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# DEPARTMENT OF PHARMACY SUMANDEEP VIDYAPEETH

(An Institution Deemed To Be University) Vill. Piparia, Waghodia Taluka, Dist. Vadodara- 391760 (Gujarat) Phone: +91 2668 245073 URL: www.sumandeepuniversity.org

1		47	4.4	4.0	
				10	
	Final	17	15	09	
	Examination				
4 <sup>th</sup> Year	First Internal	16	07	11	
	Second Internal	05	15	14	
	Final	07	15	12	
	Examination				
1 <sup>st</sup> Year	First Internal	07	08	15	
	Second Internal	08	08	14	
	Final	06	05	19	
	Examination	00	05	19	
2 <sup>nd</sup> Year	First Internal	11	11	08	
	Second Internal	11	11	08	
	Final	00	08	22	
	Examination	00	00	22	
3 <sup>rd</sup> Year	First Internal	08	11	05	
	Second Internal	09	10	05	
	Final	04	06	14	
	Examination	04	06	14	
4 <sup>th</sup> Year	First Internal	04	04	15	
	Second Internal	02	05	16	
	Final	02	02	17	
	Examination	02	03	17	
5 <sup>th</sup> Year	First Internal	00	10	11	
	Second Internal	00	10	11	
	Final	00	02	18	
	Examination	00	03	10	
	4 <sup>th</sup> Year 1 <sup>st</sup> Year 2 <sup>nd</sup> Year 3 <sup>rd</sup> Year 4 <sup>th</sup> Year 5 <sup>th</sup> Year	4th YearFirst Internal Second Internal Final Examination1st YearFirst Internal Second Internal Final Examination2nd YearFirst Internal Second Internal Final Examination3rd YearFirst Internal Second Internal Final Examination3rd YearFirst Internal Second Internal Final Examination4th YearFirst Internal 	Final17Examination174th YearFirst Internal16Second Internal05Final07Examination071st YearFirst Internal07Second Internal08Final062nd YearFirst Internal11Second Internal11Second Internal11Second Internal11Final003rd YearFirst Internal003rd YearFirst Internal09Final04Second Internal09Final04Second Internal02Final025th YearFirst Internal00Second Internal00Second Internal00Final00Second Internal00Final00Second Internal00Final00Second Internal00Final00Second Internal00Final00Second Internal00	Final Examination1715 $4^{th}$ YearFirst Internal1607 $4^{th}$ YearFirst Internal0515Final Examination0715 $1^{st}$ YearFirst Internal0708 $2^{nd}$ YearFirst Internal0605 $2^{nd}$ YearFirst Internal1111Second Internal111111Second Internal111111Second Internal111111Second Internal00083 $3^{rd}$ YearFirst Internal0811Second Internal000811Second Internal0910Final Examination0406 $4^{th}$ YearFirst Internal0404Second Internal0203 $5^{th}$ YearFirst Internal0010Final 	

Attested CTC 24/06/2021 anen Vice-Chancellor

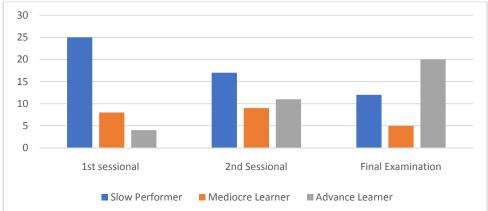
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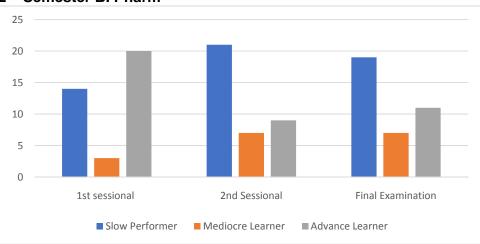
#### B. Program wise Outcome Analysis:

1. 1<sup>st</sup> Semester B. Pharm

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



■ Slow Performer ■ Mediocre Learner ■ Advance Learner **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 1<sup>st</sup> SLSS programme and from 17 to 12 in Final exam , Mediocre Learner category increased from 08 to 09 after 1<sup>st</sup> SLSS and decreasedfrom 09 to 05 after final exam. Advance Learner category increased from 04 to 11 after 1<sup>st</sup> SLSS and increased from



## 2. 2<sup>nd</sup> Semester B. Pharm

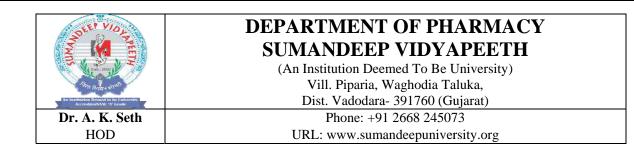
11 to 20 after final examination

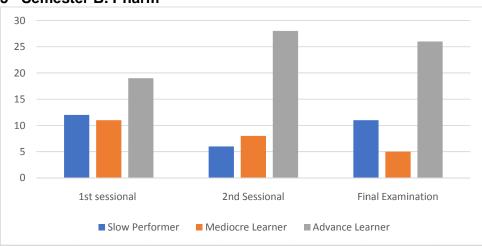
**Fig 02:** This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students increased in Slow Performer category from 14 to 21 after 1<sup>st</sup> SLSS programme and decreased from 21 to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

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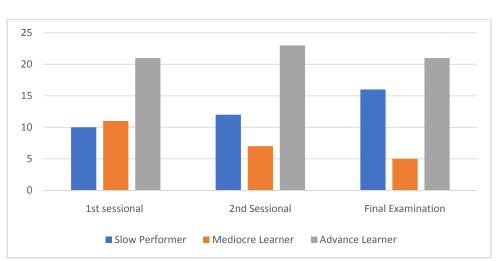






3. 3<sup>rd</sup> Semester B. Pharm

**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 1<sup>st</sup> SLSS programme and increased from 06 to 11 in Final exam , Mediocre Learner category decreased from 11 to 08 after 1<sup>st</sup> SLSS and from 08 to 05 after final exam. Advance Learner category increased from 19 to 28 after 1<sup>st</sup> SLSS and decreased from 28 to 26 after final examination



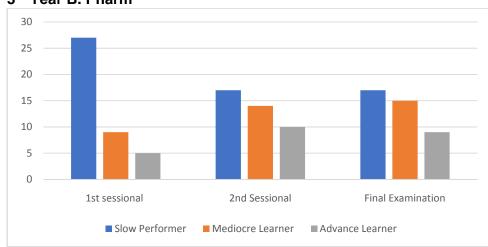
## 4. 4<sup>th</sup> Semester B. Pharm

**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 1<sup>st</sup> SLSS programme and from 12 to 16 in Final event. Mediocre Learner category increased *academic from 11 to 07 after 1<sup>st</sup> SLSS and decreased from 07 to 05 after final exam.* Advance

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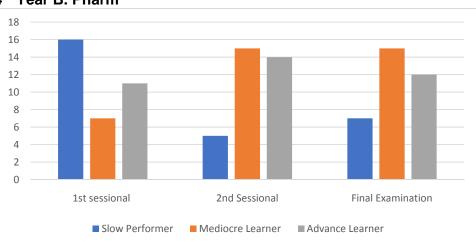


Learner category increased from 21 to 23 after  $1^{\rm st}$  SLSS and decreased from 23 to 21 after final examination



## 5. 3<sup>rd</sup> 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 1<sup>st</sup> SLSS programme and remained same from 17 to 17 in Final exam , Mediocre Learner category increased from 09 to 14 after 1<sup>st</sup> SLSS and increased from 14 to 15 after final exam. Advance Learner category increased from 05 to 10 after 1<sup>st</sup> SLSS and decreased from 10 to 09 after final examination

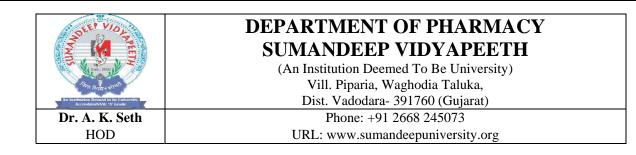


## 6. 4<sup>th</sup> Year B. Pharm

**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 1<sup>st</sup> SLSS programme and increased from 05 to 07 in Final exam , Mediocre Learner category increased from 07 to 15 after 1<sup>st</sup> SLSS and remained samefrom15 to 15 after final exam. Advance Learner category decreased from 11 to 14 after 1<sup>st</sup> SLSS and decreased from 14 to 12 after final exam.

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## 7. 1<sup>st</sup> Year Pharm. D

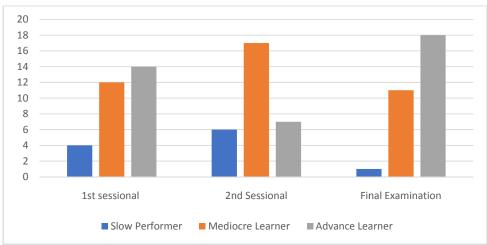
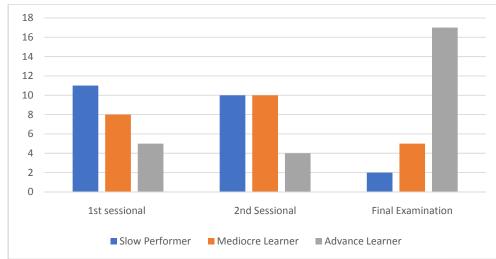


Fig 07: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students increased in Slow Performer category from04 to 06 after 1<sup>st</sup> SLSS programme and decreased from 06 to 01 in Final exam, Mediocre Learner category increased from 12 to 17 after 1<sup>st</sup> SLSS and increased from17 to 11 after final exam. Advance Learner category decreased from 14 to 07 after 1<sup>st</sup> SLSS and increased from 07 to 18 after final examination.



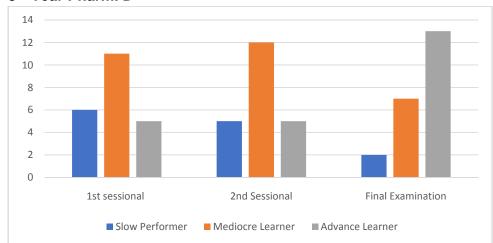
## 8. 2<sup>nd</sup> Year Pharm. D

testerie 98: 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 ategory from23 to 09 after 1<sup>st</sup> SLSS programme and increased from exam, Mediocre Learner category ice-Chancellor

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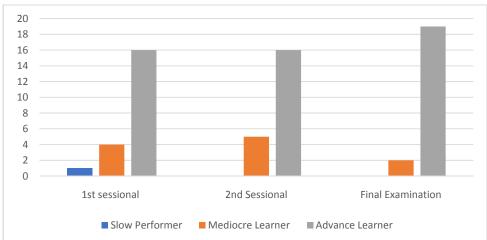


increased from 17 to 24 after 1<sup>st</sup> SLSS and decreased from24 to 16 after final exam. Advance Learner category increased from 7 to 14 after 1<sup>st</sup> SLSS and from 14 to 15 after final examination.



### 9. 3<sup>rd</sup> 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 from06 to 04 after 1<sup>st</sup> SLSS programme and from 04 to 01 in Final exam , Mediocre Learner category increased from 20 to 22 after 1<sup>st</sup> SLSS and decreased from22 to 13 after final exam. Advance Learner category remained same from 04 to 04 after 1<sup>st</sup> SLSS and increased from 04 to 16 after final examination.

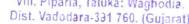


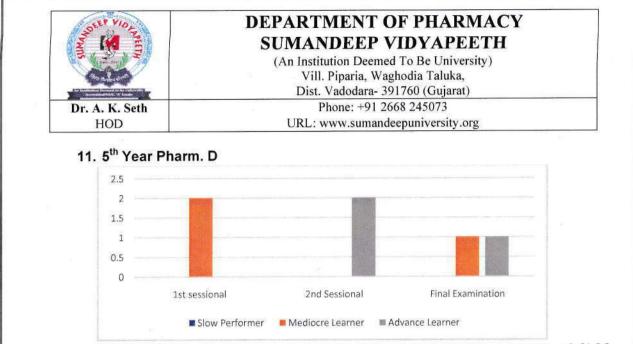
#### 10.4<sup>th</sup> Year Pharm. D

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 from06 to 08 after 1<sup>st</sup> SLSS programme and decreased from 08 to 02 in Final exam , Mediocre Learner category decreased from 03 to 02 after 1<sup>st</sup> SLSS and increased from02 to 07 after final exam.

to 16 after final examination. anen 2021 24/06 ice-Chancellor

Sumandeep Vidyapeeth An Institution Deemed to be Universi Vill. Piparia, Taluka: Waghodia.





**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 from03 to 02 after 1<sup>st</sup> SLSS programme and remainded same from 02 in Final exam , Mediocre Learner category increased from 06 to 09 after 1<sup>st</sup> SLSS and decreased from09 to 03 after final exam. Advance Learner category decreased from 13 to 11 after 1<sup>st</sup> 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 2<sup>nd</sup> Semester B. Pharm students still need to improve as the number of advanced learners decreased in final examination.

- Recommendations, if any: Teachers are instructed to put more attention on 2<sup>nd</sup> Semester Students and resolve their queries related to topics
- 6. Action taken on the recommendations of preceding year:Nil

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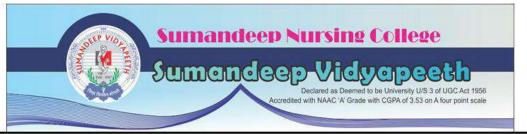
Signature of Head of the Institute

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

ttested CTC 24/06/2021

Vice-Chancellor Sumandsep Vidyapeeth An Institution Deemed to be University Vill. Piparia, Taluka: Waghodia. Dist. Vadodara-331 760. (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 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	Year /	Previous	Categorization of Students			
Program	Semester of study	Examination	Slow Performers	Mediocre Learners	Advanced Learners	
B.Sc Nursing	First Year	12 <sup>th</sup> 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

3       Interactive Sessions On Profession Related Topics       11/11/2017       Mrs. Sujitha Suresh With Fellow Classmates       Interactive session was helpful in clarifying queries related to profession and brings confidence among students for their future.         4       English 21 Language Class       25/3       11/11/2017       Mrs. Sujitha Suresh Helps in having a good language	Sr. No.	Title of Program	Date	Teaching Faculty involved	Outcome
Personality development       modification of personality as to suite it for the chosen profession         3       Interactive Sessions On Profession Related Topics         Mith 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.	1		14/10/2017	•	communication
Interactive Sessions On Profession Related Topics With Fellow Classmates 4 English 21 English 21 En	2		28/10/2017	Mr. Ismail P A	modification of personality as to
Dianguage Class 01 12 5 5 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	3	Sessions On Profession Related Topics With Fellow Classmates		Mrs. Sujitha Suresh	Interactive session was helpful in clarifying queries related to profession and brings confidence among students for
	ancellor Vidyapceth	English <sup>21</sup> Language Class			

Vill. Piparia, Taluka: Waghodia Dist. Vadodara-331 760. (Gujarat

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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	Year /	Examination	Num	Number of students		
	Program	Semester of study		Slow Performers	Mediocre Learners	Advanced Learners	
		First Year	First Internal	91	5	2	
	B.Sc		Second Internal	94	4	0	
	Nursing		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	
Atte	P.B.B.Sc	First Year	First Internal	8	5	2	
11			Second Internal	14	1	0	
An	rearrey	4/06/2021	Final Stranger Ka	Celh 5	6	4	
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An Institution Deemed to be University Vill. Piparia, Taluka: Waghodia. Dist. Vadodara-331 760. (Gujarat)

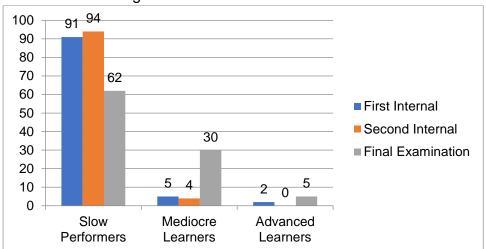


P.B.B.Sc Nursing	Second Year	First Internal	8	3	1
		Second Internal	9	3	0
		Final Examination	2	7	3

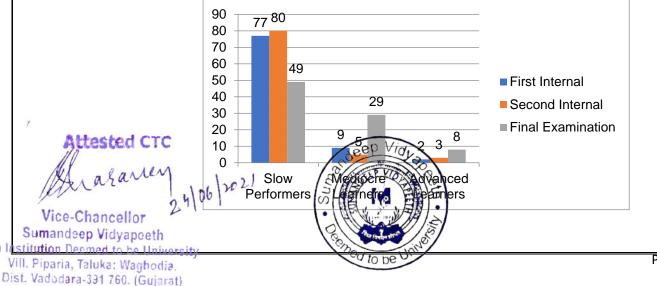
Note:

- 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:



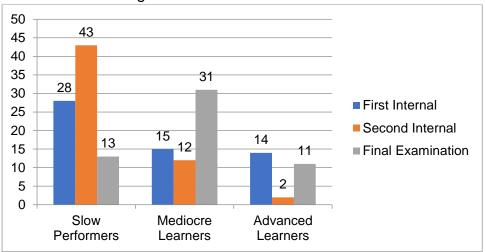
**Figure 1.** This graph shows significant changes in status of students after conduction of SLSS sessions. The number of students in slow performer category increased from 91 to 94 after first SLSS session and decreased to 62 in final university examination. Mediocre learner category decreased from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

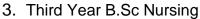


2. Second Year B.Sc Nursing

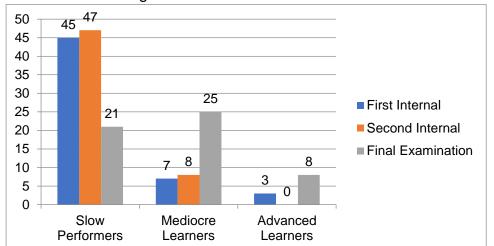
1. First Year B.Sc Nursing

**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 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.





**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

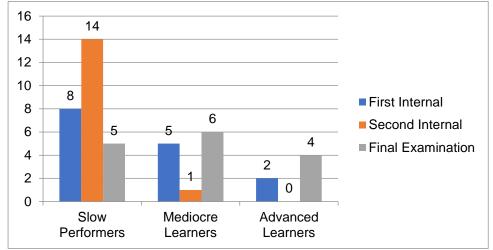
**Figure 4.** This graph shows significant changes in status of students after conduction of SLSS sessions. The number of students in slow performer category increased from 45 to 47 after first SLSS session and decreased to 21 in final university examination. Mediocre learner category increased from 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 26 after final university examination.

4/06/2021 Vice-Chancellor Sumandeep Vidyapeeth

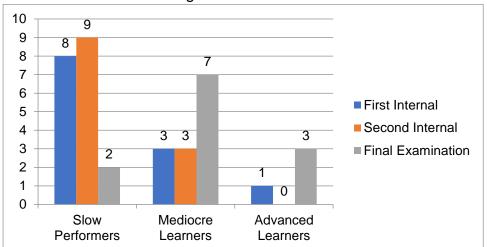
Vill. Piparia, Taluka: Waghodia. Dist. Vadodara-331 760. (Gujarat)



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.

4/06/2021 Vice-Chancellor

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Dist. Vadodara-331 760. (Gujarat)



#### 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

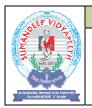
Signature of Head of the Institute

PRINCIPAL SUMANDEEP NURSING COLLEGE PIPARIA, WAGHODIA, VADODARA

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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: 2017-18

## 1. Introduction:

Dist. Vadodara-331 760. (Gujarat)

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	Year /	Previous	3		tudents
Program	Semester of study	Examination	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
	Atteste		Application	30.10.17	Ms. Sitara Menon	Improved use of computer skills
1	Anara	15ler	Computer 1 Application	06 14 100	Ans. Sitara Menon	Improved use of computer skills
Sun An Institut	Vice-Chancel nandeep Vidya ion Deemed to paria, Taluka: V	a <mark>peeth</mark> be Univ	versity	Deerned to t	De UNIVE	

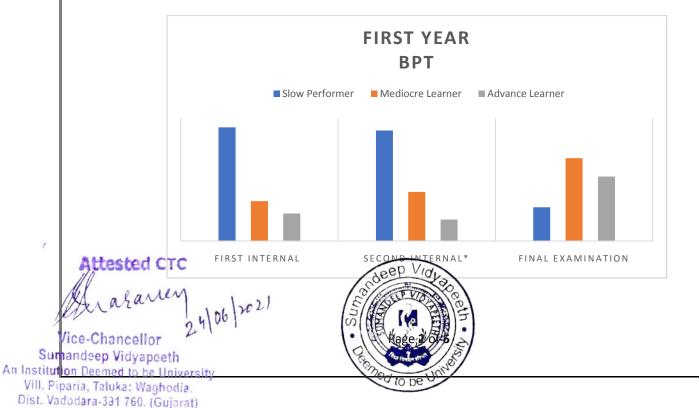
Performance of Students in each Examination:

## A. Categorization:

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

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

## B. Program wise Outcome Analysis:

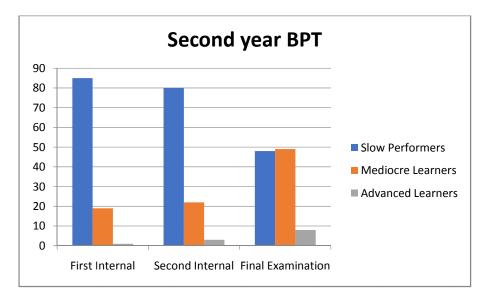


## **COLLEGE OF PHYSIOTHERAPY**



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

**Fig 01:** Comparing the 1<sup>st</sup> Internal Exams to the 2<sup>nd</sup> 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.

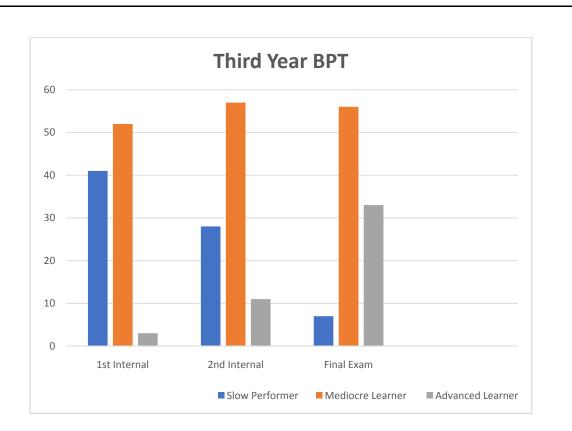


**Fig 02:** Comparing the 1<sup>st</sup> Internal Exams to the 2<sup>nd</sup> Internal exam and Final exams the number of students in the Slow performers keep decreasing while that in the Mediocre Learner and the Advanced Learner keeps increasing which shows improvement in the results.

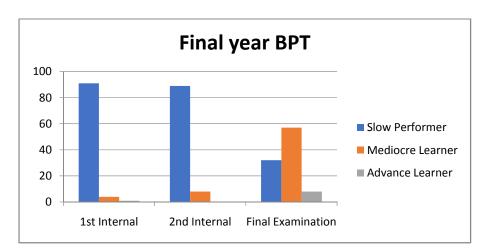
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**Fig 02:** Above graph is showing that there was a decrease in the number of slow performers and increase in the number of advanced learners and mediocre learners from first internal to final examination showing an improvement.



**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 1<sup>st</sup> SLSS programme and after Final exam , Mediocre Learner category increased from after 1<sup>st</sup> SLSS program and after final exam.Advance Learner category decresed after 1<sup>st</sup> SLSS and increased after final examination.

aner 24/06/2021 ice-Chancellor

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#### **COLLEGE OF PHYSIOTHERAPY**

#### SUMANDEEP VIDYAPEETH

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#### 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

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

eripal Provide of Physiotherapy, Andread Vidyapeeth Statest physiotherapy@sumandeepvidyapeethdu.edu.in

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Vice-Chancellor Sumandeep Vidyapeeth An Institution Deemed to be University Vill. Piparia, Taluka: Waghodia. Dist. Vadodara-331 760. (Gujarat)



#### Page 5 of 5

#### 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	Previous Examination	<b>v</b>	ization of St	
Flogram	of study	Examination	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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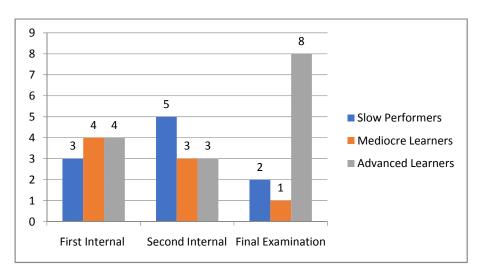
Vice-Chancellor Sumandeep Vidyapeeth An Institution Deemed to be University Vill. Piparia, Taluka: Waghodia. Dist. Vadodara-331 760. (Gujarat)



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

## 3. Performance of Student's in each Examination: A. Categorization: MBA (Healthcare)

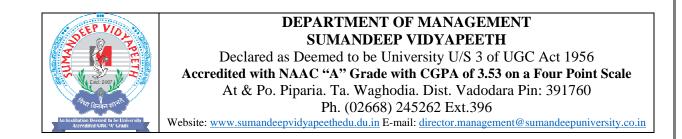
## B. Program wise Outcome Analysis:



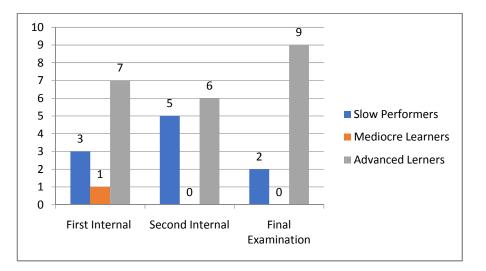
# 1. MBA (Healthcare) 1<sup>st</sup> Semester

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 Attested<sup>st</sup> 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 afront 04 to 03 and 03 to 01 after Vice-Chancellor Sumandsep Vidyapeeth An Institution December of the University

Vill. Piparia, Taluka: Waghodia. Dist. Vadodara-331 760. (Gujarat)

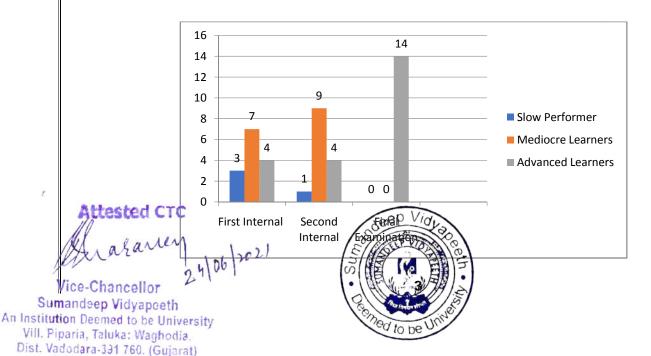


Advance Learner category decreased from 04 to 03 after 1<sup>st</sup> SLSS and increased from 03 to 08 after final examination.



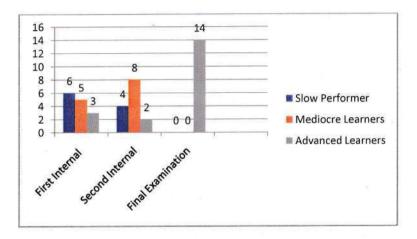
# 2. MBA (Healthcare) 2<sup>nd</sup> Semester

**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 1<sup>st</sup> 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 1<sup>st</sup> and 2<sup>nd</sup> SLSS programme respectively. Same as in Advance Learner category decreased from 07 to 06 after 1<sup>st</sup> SLSS and increased from 06 to 09 after final examination.



## 3. MBA (Healthcare) 3<sup>rd</sup> 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. After the 1<sup>st</sup> 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 1<sup>st</sup> and 2<sup>nd</sup> SLSS programme respectively. Same as in Advance Learner category 04 students are for 1<sup>st</sup> & 2<sup>nd</sup> 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 1<sup>st</sup> 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 1<sup>st</sup> and 2<sup>nd</sup> SLSS programme respectively. Same as in Advance Learner category decreased from 03 to 02 and then dincreased from 02 to 14 after 1<sup>st</sup> and 2<sup>nd</sup> 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 Sumandsep Vidyapeeth An Institution Deemed to be University Vill, Piparia, Taluka: Maghodia, Dict, Vededara 2014, 200

Dist. Vadodara-331 760. (Gujarat)

Signature of Head of the Institute



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: 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:

Dist. Vadodara-331 760. (Gujarat)

gonzation.					
Name of	Year /	Previous	Categorization of Students		
Program	Semester of study	Examination	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		1. Dr.Getanjali	New
		program:		Purohit	Studentsadmitted
		includes:	10 <sup>th</sup> august		were from diverse
		campus	2018	2. Dr DVSS	places from India,
		orientation,		Ramavtaram	so this orientation
		patient safety,			program has not
1		local language		<ol><li>Mrs Priyanka</li></ol>	only made them
Atte	sted			eep Sharma	familiar to our
		communication		8	campus rather they
MAX A	ra^	skills, Computer	EL	STEP CAR CE	also have learnt a
jer -		skills, setto	IS I	4. Frasshah	lot about curriculum
Vice-Cha	ncell	directed learning,	• [2]		including medical
Sumandeep \	Vidyap	eeth	181	Res forder the	
An Institution Deeme	ed to be	e University	CIT	ed to be Unive	
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CONSTITUENT INSTITUTE OF SUMANDEEP VIDYAPEETH AN INSTITUTION DEEMED TO BE UNIVERSITY



stre	agement,	6. 7. 8. 9.	Dr Hetalpandya Dr Arti muley Dr. Mihir Mehta Dr Rippalbhimani Dr K.M.Parmar	ethics, professionalism and basic medical skills.
			. Dr.Laviesnkumar	

## 3. Performance of Student's in each Examination:

## A. Categorization:

Name of	Year /	Examination	Num	ber of stude	ents
Program	Semester of study		Slow Performers	Mediocre Learners	Advanced Learners
	First year	First Internal	118	28	7
		Second Internal	90	50	5
		Final Examination	83	57	5
	Second	First Internal	111	16	8
	year	Second Internal	97	35	3
MDDO		Final Examination	19	94	22
MBBS	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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Sumandsep Vidyapeeth An Institution Deemed to be University Vill. Piparia, Taluka: Waghodia. Dist. Vadodara-331 760. (Gujarat)





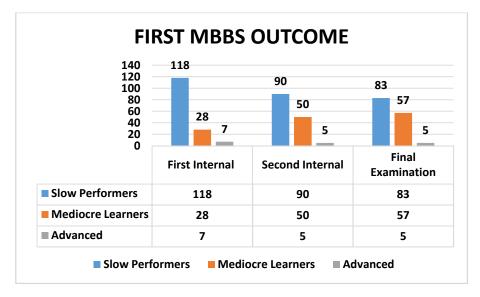
CONSTITUENT INSTITUTE OF SUMANDEEP VIDYAPEETH AN INSTITUTION DEEMED TO BE UNIVERSITY



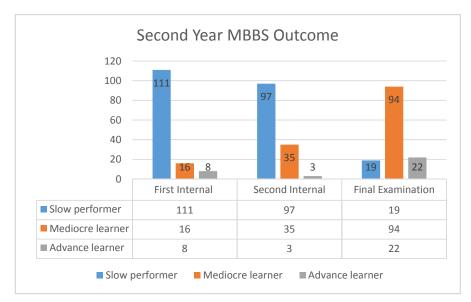
#### **B. Program wise Outcome Analysis:**

(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 118 to 90 and number of mediocre learners have rised from 28 to 50 and advance learners decreased from 7 to 22.



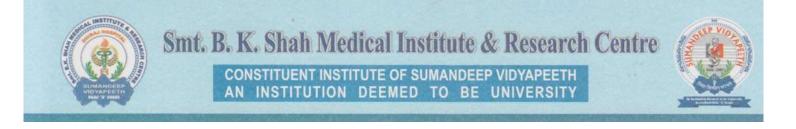
2. FOR SECOND YEAR MBBS: After first internal examination the number of slow performers have been reduced from 111 to 97 and number of mediocre learners have raised from 16 to 35 and advance learners decreased from 8 to 3.



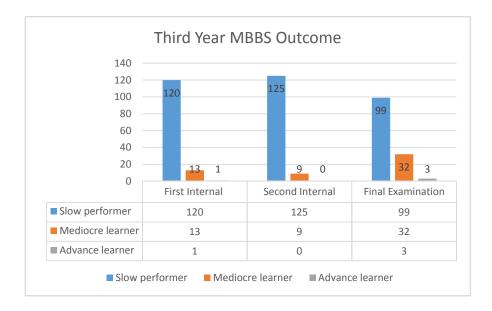
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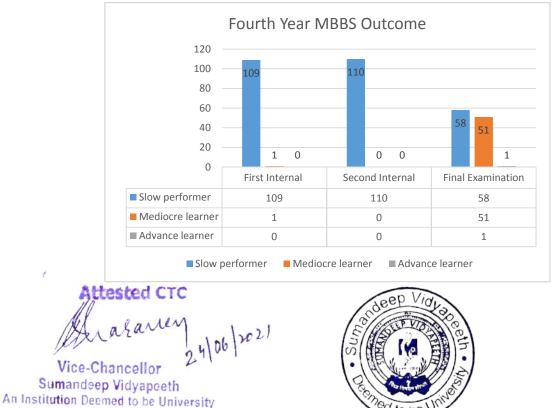




3. Third first MBBS: After first internal examination the number of slow performers have increased from 120 to 125 and number of mediocre learners have decreased from 13 to 9 and advance learners decreased from 1 to 0.



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



Vill. Piparia, Taluka: Waghodia. Dist. Vadodara-331 760. (Gujarat)



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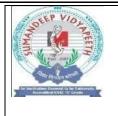
- 4. Conclusion: Through "students learning support system" students were motivated and benefitted. Many of the students have shown incremental status. Apart from the subjective Knowledge, they learnt numerous things; they learn medical ethics, communication skills, professionalism, research and better 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

ned. Dean Signature of Head of the Institute

ttested CTC 24/06/2021 aner

Vice-Chancellor Sumandeep Vidyapeeth An Institution Deemed to be University Vill. Piparia, Taluka: Waghodia. Dist. Vadodara-331 760. (Gujarat)





K.M.SHAH DENTAL COLLEGE & HOSPITAL SUMANDEEP VIDYAPEETH An Institution Deemed to be University U/S 3 of UGC ACT.1956 Accredited with NAAC "A" Grade with CGPA of 3.53 on Four Point Scale 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:

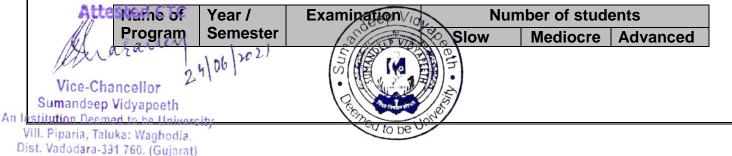
Name of	Year /	Previous	Categorization of Students		
Program	Semester of study	Examination	Slow Performers	Mediocre Learners	Advanced Learners
BDS	I BDS	HSC	60	4	0

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:





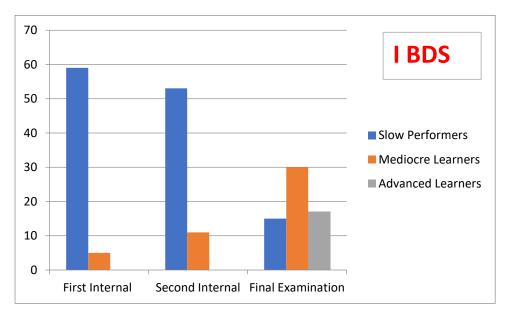
## K.M.SHAH DENTAL COLLEGE & HOSPITAL SUMANDEEP VIDYAPEETH An Institution Deemed to be University U/S 3 of UGC ACT.1956 Accredited with NAAC "A" Grade with CGPA of 3.53 on Four Point Scale At & Post: Piparia, Ta.Waghodia, Dist.Vadodara-391760, Gujarat State, India.



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

## B. Program wise Outcome Analysis:

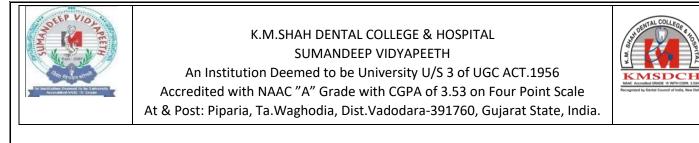
(Provide brief description and Analysis, along with Graphical presentation)  $\mathbf{1^{st}}$  **YEAR BDS** 



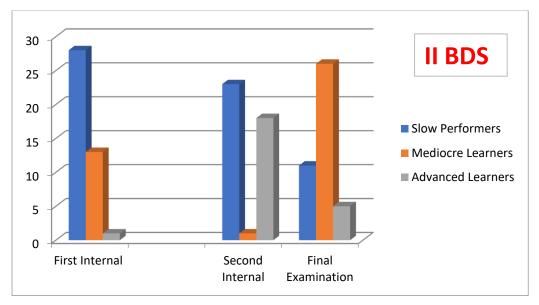
**Fig 01:** This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students in Slow Performer categories as we can see that number of students in Slow Learners are decreasing and Numbers of Students in Mediocre learning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

2021 4106 Vice-Chancellor Sumandeep Vidyapeeth

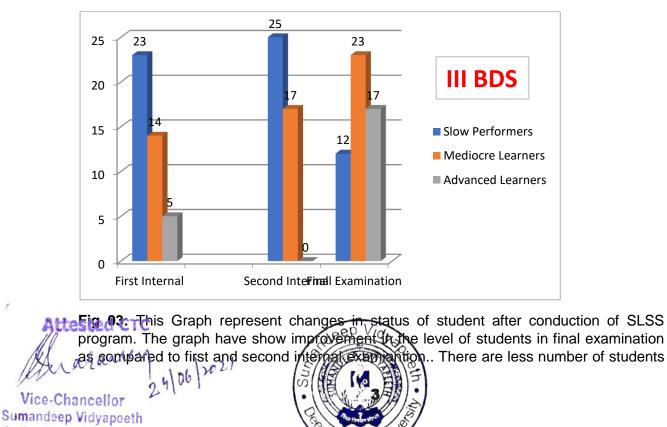
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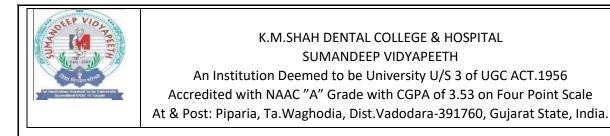


**Fig 02:** This Graph represent changes in status of student after conduction of SLSS program. The graph have shown significant improvement in the level of students in slow performersin final exam also Mediocre learners are incressed. When first internal was compared to final outcome of the program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



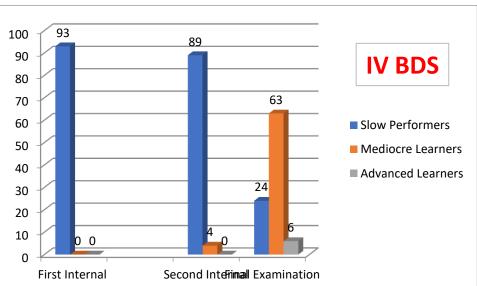
## III<sup>rd</sup> YEAR BDS

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in Slow Learners category and Numbers of Students in Mediocre learning had incresed after second internal examination. When compared to final outcome of the program ie After University exams there is over all increse 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 nmber of students in Slow Learners are decreasing and Numbers of Students in Mediocre learning had incresed. When compared to final outcome of the program ie After University exams there is over all increse 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:

ALLESTENPETC	Recommendations	ep Vigue	Outcome
el alarien	For III BDS students	ts were	There is increase in
Vice-Chancellor 2 Sumandeep Vidyapeeth	4/06/2021		
Vill. Piparia, Taluka: Waghodia. Dist. Vadodara-331 760. (Gujarat		to be of	



K.M.SHAH DENTAL COLLEGE & HOSPITAL SUMANDEEP VIDYAPEETH An Institution Deemed to be University U/S 3 of UGC ACT.1956 Accredited with NAAC "A" Grade with CGPA of 3.53 on Four Point Scale At & Post: Piparia, Ta.Waghodia, Dist.Vadodara-391760, Gujarat State, India.



	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 Sumandrep Vidyapeeth Piparia, Tal.Waghodia (Vadodara)

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## DEPARTMENT OF PHARMACY SUMANDEEP VIDYAPEETH

(An Institution Deemed To Be University) Vill. Piparia, Waghodia Taluka, Dist. Vadodara- 391760 (Gujarat) Phone: +91 2668 245073

URL: www.sumandeepuniversity.org

## 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.

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

## A. Categorization:

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

### Pharm.D I Year Title of Teaching Sr. No. Date Outcome Program Faculty involved 4/09/2018. 1 Special Mr. Hemal Improvement in 11/09/2018, Mathematics Patel Mathematical skills required 18/09/2018, class for pharmaceutical drug dosage calculations. 2 Special 5/09/2018, Mrs. Kinjal Actual view of various 12/09/2018, Teaching Patel Pharmaceutical science tested CTC through video process as given in text books. X Interactive Interactive session to clarify 6//6 nal 06 ce-Chancellor Sumandsep Vidyapeeth An Institution Deemed to be University Vill. Piparia, Taluka: Waghodia. Dist. Vadodara-331 760. (Gujarat)

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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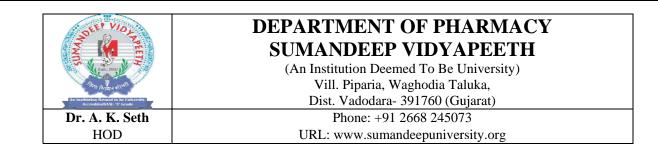
## B. Pharm1<sup>st</sup> Semester

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	Year /	Examination	Num	nber of stud	ents
Program	Semester		Slow	Mediocre	Advanced
	of study		Performers	Learners	Learners
	1 <sup>st</sup>	First Internal	23	17	07
	Semester	Second Internal	09	24	14
		Final	16	16	15
		Examination			
	2 <sup>nd</sup>	First Internal	30	14	03
	Semester	Second Internal	34	10	03
		Final	15	18	14
		Examination			
	3 <sup>rd</sup>	First Internal	25	08	04
	Semester	Second Internal	17	09	11
		Final	12	02	23
		Examination			
	4 <sup>th</sup>	First Internal	14	03	20
	Semester	Second Internal	21	07	09
B.Pharm		Final	13	05	16
		Examination			
	5 <sup>th</sup>	First Internal	30	08	04
	Semester	Second Internal	22	09	11
		Final	10	07	25
	4	Examination			
	6 <sup>th</sup>	First Internal	20	05	17
	Semester	Second Internal	20	04	18
		Final	09	07	26
		Examination			
	4 <sup>th</sup> Year	First Internal	28	06	06
		Second Internal	07	21	12
		Final	06	21	13
		Examination			
	1 <sup>st</sup> Year	First Internal	11	02	17
		Second Internal	11	03	16
l .		Final			
Pharm. D		Examination	04	08	18
d CTC	2 <sup>nd</sup> Year	First Internatio Vi	14	07	09
		Second Internal	10	07	13
inen	12021	Final Shister	6.04	04	22
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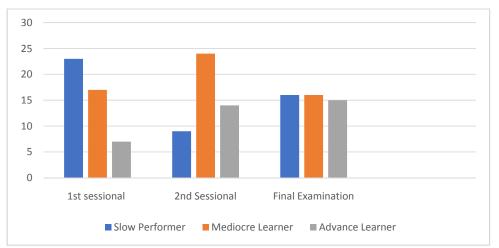
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	Examination			
3 <sup>rd</sup> Year		06	20	04
	Second Internal	04	22	04
	Final Examination	01	13	16
4 <sup>th</sup> Year	First Internal	06	03	16
	Second Internal	08	02	15
	Final Examination	02	07	16
5 <sup>th</sup> Year	First Internal	03	06	13
	Second Internal	02	09	11
	Final Examination	02	03	17

## Program wise Outcome Analysis:

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



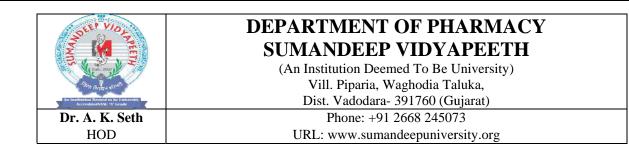
**Fig 01:** This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students decreased in Slow Performer category form 23 to 09 after 1<sup>st</sup> SLSS programme and increased from 09 to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

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## 1. B. Pharm 1<sup>st</sup> Semester



## 2. B. Pharm 2<sup>nd</sup> Semester

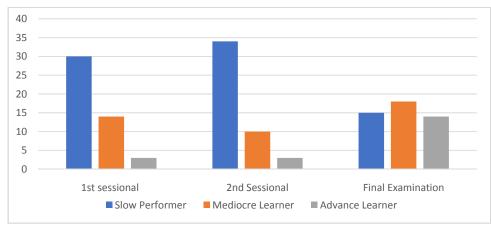
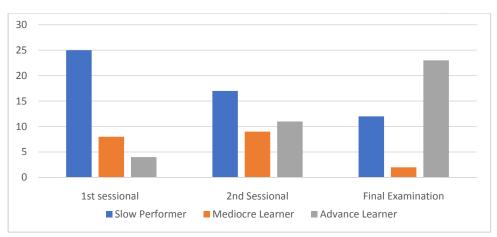


Fig 02: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students increased in Slow Performer category form 30 to 34 after 1<sup>st</sup> SLSS programme and decreased from 34 to 15 in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



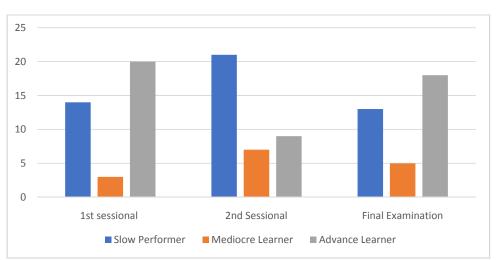
## 3. B. Pharm 3<sup>rd</sup> Semester

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 1<sup>st</sup> SLSS programme and decreased from 17 to 12 in Final exam, Mediocre Learner dategory increased from 08 to 09 after Vios SS and decreased form 09 to 02 after final exam. Advance Learner category remained from 04 to 11 after 1st SLSS and incleased from 11 to 23 after fina 06 ce-Chancellor

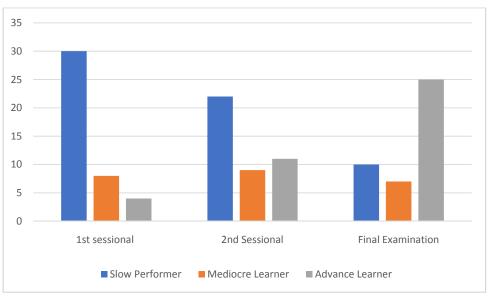
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## 4. B. Pharm 4<sup>th</sup> Semester



**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 1<sup>st</sup> SLSS programme and decreased from 21 to 13 in Final exam , Mediocre Learner category increased from 03 to 07 after 1<sup>st</sup> SLSS and decreased form 07 to 05 after final exam. Advance Learner category decreased from 20 to 09 after 1<sup>st</sup> SLSS and increased from 09 to 16 after final examination.



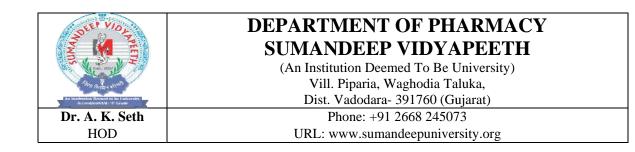
## 5. B. Pharm 5<sup>th</sup> Semester

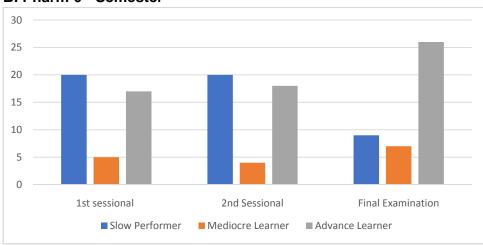
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**Fig 05:** This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students increased in Slow Performer category decreased form 30 to 22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

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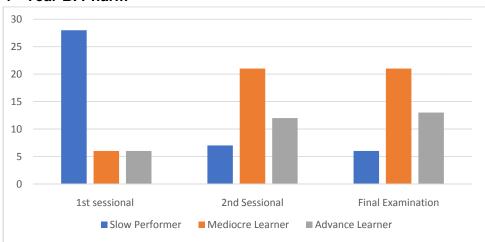
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## 6. B. Pharm 6<sup>th</sup> Semester

**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 1<sup>st</sup> SLSS programme and decreased from 20 to 09 in Final exam , Mediocre Learner category decreased from 05 to 04 after 1<sup>st</sup> SLSS and increased form 04 to 07after final exam. Advance Learner category remained from 17 to 18 after 1<sup>st</sup> SLSS and increased from 18 to 26 after final examination.

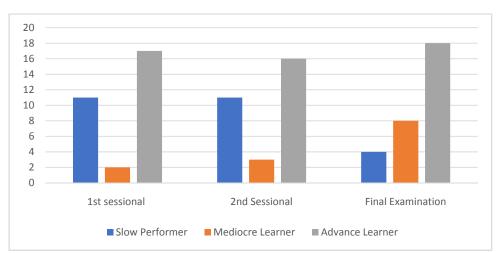


## 7. 4<sup>th</sup> Year B. Pharm

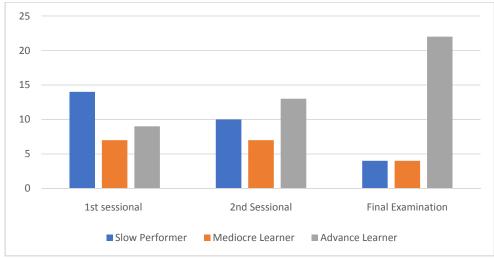
Fig 07: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students increased in Slow Performer categorydecreased from28 to 07
Attested Cafter 1<sup>st</sup> SLSS programme and from 07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

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## 8. 1<sup>st</sup> 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 1<sup>st</sup> SLSS programme and decreased from 11 to 04 in Final exam , Mediocre Learner category increased from 02 to 03 after 1<sup>st</sup> SLSS and increased form 03 to 08 after final exam.Advance Learner category decreased from 17 to 16 after 1<sup>st</sup> SLSS and increased from 16 to 18 after final examination.



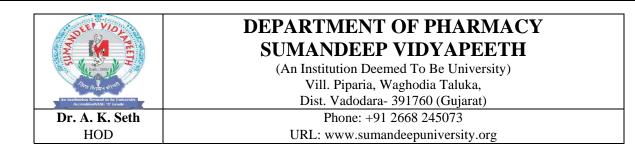
## 9. 2<sup>nd</sup> Year Pharm. D

**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 1<sup>st</sup> SLSS programme and increased from 09 to 16 in Final exam , Mediocre Learner category increased from 17 to 24 after 1<sup>st</sup> SLSS and decreased form 24 to 16 after final exam.Advance Learner category increased from 7 to 14 after 1<sup>st</sup> SLSS and from 14 to 15 after final examination.

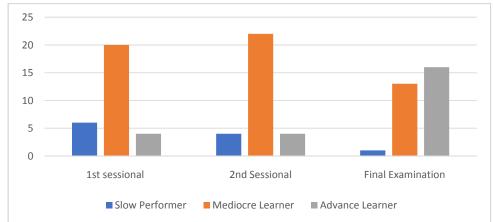
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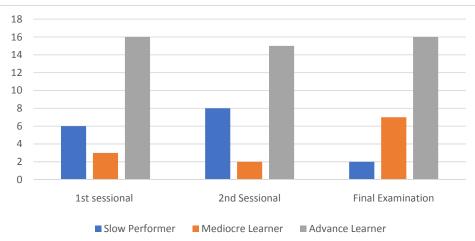








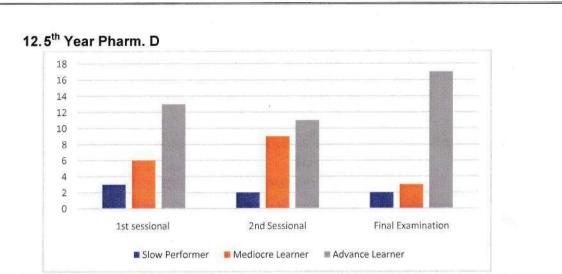
**Fig 10:** This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students decreased in Slow Performer category form 06 to 04 after 1<sup>st</sup> SLSS programme and from 04 to 01 in Final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



## 11.4<sup>th</sup> 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 1<sup>st</sup> SLSS are gramme and decreased from 08 to 02 in Final exam , Mediocre Learner category decreased from 03 to 02 after 1<sup>st</sup> SLSS and increased form 02 to 07 after final exam. Advance Learner category decreased from 15 to 16 after final examination.

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**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 1<sup>st</sup> SLSS programme and remainded same from 02 in Final exam , Mediocre Learner category increased from 06 to 09 after 1<sup>st</sup> SLSS and decreased form 09 to 03 after final exam.Advance Learner category decreased from 13 to 11 after 1<sup>st</sup> 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 <sup>nd</sup> 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 <sup>rd</sup> Semester.

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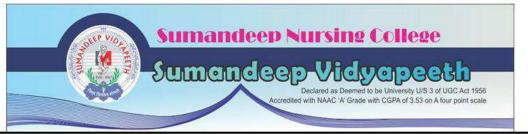
Signature of Head of the Institute

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: 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	Year /	Previous	Categorization of Students			
Program	Semester of study	Examination	Slow Performers	Mediocre Learners	Advanced Learners	
B.Sc Nursing	First Year	12 <sup>th</sup> 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
110	4 sted CTC Lanen	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
Sumandeep \	lidyapeeth	reitu	CE Share		
I. Piparia, Talu	ka: Waghodia		to be		Page 1

An In Vill. Piparia, Taluka: Waghodia. Dist. Vadodara-331 760. (Gujarat)

				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	Year /	Examination	Num	ber of stud	ents
Program	Semester of study		Slow Performers	Mediocre Learners	Advanced Learners
	First Year	First Internal	91	5	4
B.Sc		Second Internal	93	6	1
Nursing		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
0		Second Internal	76	11	0
		Final Examination	14	45	24
B.Sc Nursing	Final Year	First Internal	22	23	11
Ŭ		Second Internal	21	25	10
etod CTC		Final Examination	0	23	31
P.B.B.Sc Nursing	First Year	First Internet P Vio	26	3	1
Class 1	106 22/	Second thermal	월 <u>음</u> 29	1	0
0	11.	Final	• 3	25	2

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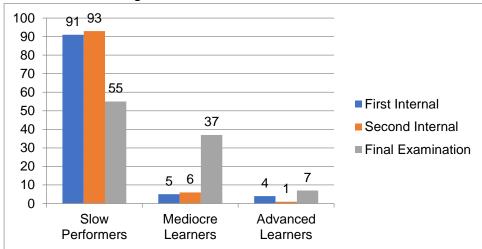
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		Examination			
P.B.B.Sc Nursing	Second Year	First Internal	7	6	2
		Second Internal	11	4	0
		Final Examination	3	7	5

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:



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.

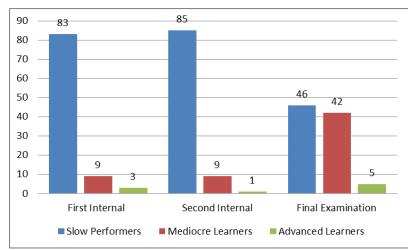
Second Year B.Sc Nursing

tested CTC 24/06/2021 Vice-Chancellor

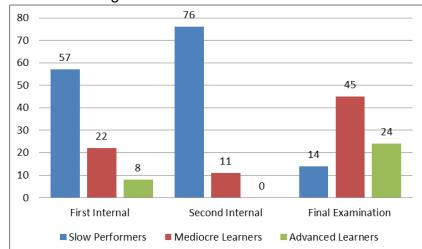
Sumandeep Vidyapeeth Vill. Piparia, Taluka: Waghodia.

Dist. Vadodara-331 760. (Gujarat)





**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.

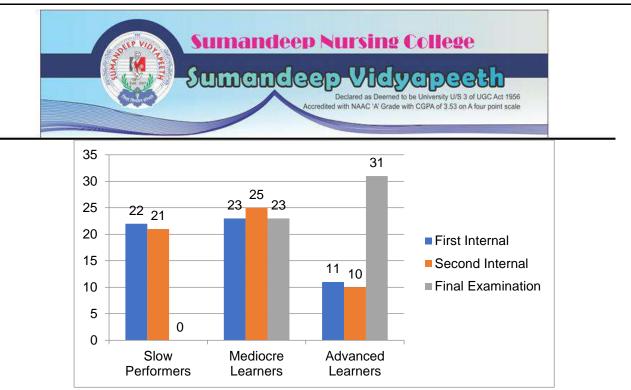
4. Final Year B.Sc Nursing

tested CTC 4/06/2021 Vice-Chancellor

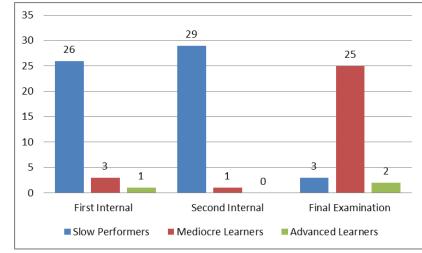
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Vill. Piparia, Taluka: Waghodia. Dist. Vadodara-331 760. (Gujarat)



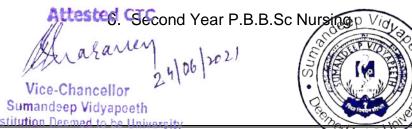


**Figure 4.** This graph shows significant changes in status of students after conduction of SLSS sessions. The number of students in slow performer category decreased from 22 to 21 after first SLSS session and decreased to 0 in final university examination. Mediocre learner category increased from 23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

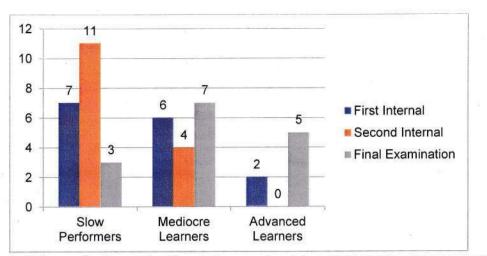


## 5. First Year P.B.B.Sc Nursing

**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.



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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

Signature of Head of the Institute

PRINCIPAL SUMANDEEP NURSING COLLEGE PIPARIA, WAGHODIA, VADODARA

tested CTC 4/06/2021

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:** principal.physiotherapy@sumandeepvidyapeethdu.edu.in

## Student Learning Support System

## Annual Report

## Academic Year: 2018-19

## 1. Introduction:

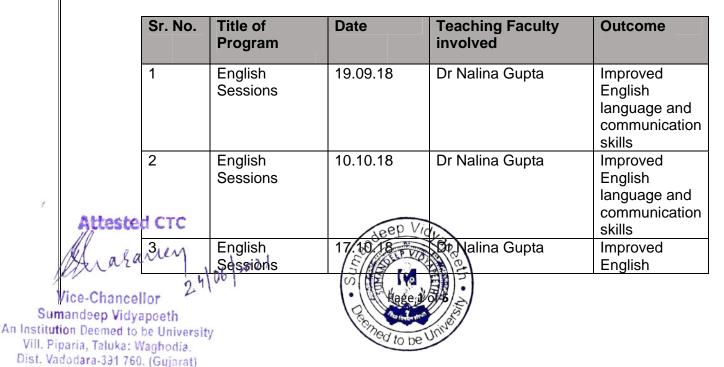
The Student Learning Support System was introduced with the following objectives:

- 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	Year /	Previous	Categori	ization of Students	
Program	Semester of study	Examination	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:



				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	Year /	Examination	Number of students		
	Program	Semester		Slow	Mediocre	Advanced
		of study		Performers	Learners	Learners
			First Internal	76	17	06
	Bachelor of	First voor	Second	67	21	10
2		First year BPT	Internal*			
Atteste	Physiotherapy	DET	Final Plin	50	34	11
110			Examination*	2		
A. ala	MBachelor of	Second	First merhale	37	12	01
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Vice-Chance			• Frage to	認に		
Sumandeep Vidy				13		
An Institution Deemed to	be University		10 more in	11 <sup>10</sup>		
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Dist. Vadodara-331 760	0. (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: principal.physiotherapy@sumandeepvidyapeethdu.edu.in

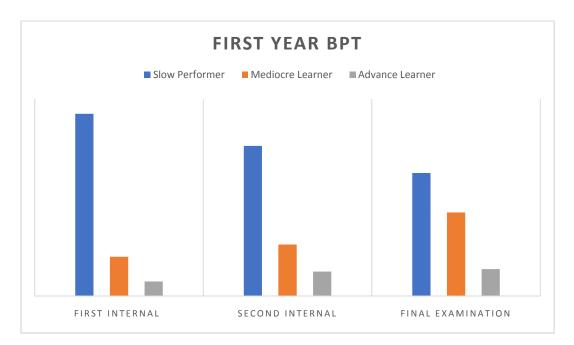
Physiotherapy	year BPT	Second Internal	35	14	01
		Final Examination	17	26	07
		First Internal	63	29	03
Bachelor of Physiotherapy	Third year BPT	Second Internal	52	37	06
Filysiotherapy		Final Examination	09	70	16
		First Internal	69	21	00
Bachelor of	Final year BPT	Second Internal	50	39	01
Physiotherapy		Final Examination	24	63	03

\*01 student absent in 2<sup>nd</sup> internals

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

## B. Program wise Outcome Analysis:

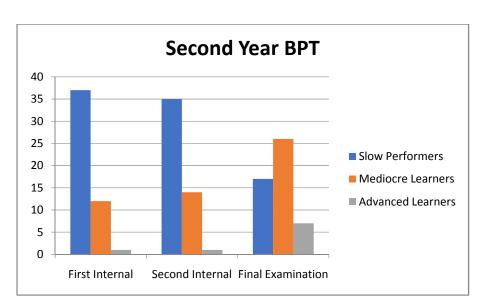
2021



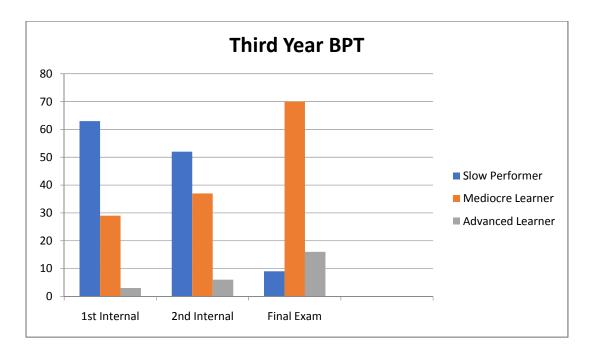
**Fig 01:** This Graph represents changes in status of student after conduction of SLSS program in the first year. The graph shows significant improvement in the level of students. The number of slow performers is seen to gradually decline from first internals **Ctor** inal University Examination. On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

Vice-Chancellor Sumandsep Vidyapeeth An Institution Deemed to be University Vill. Piparia, Taluka: Waghodia. Dist. Vadodara-331 760. (Gujarat)





**Fig 02:** Comparing the 1<sup>st</sup> Internal exam result to 2<sup>nd</sup> 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.

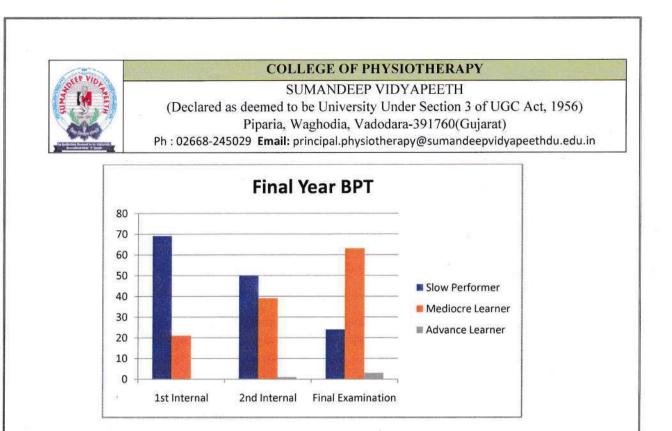


**Fig 03:** Above graph shows a decrease in number of slow performers and increase in the number of mediocre learners and advanced learners from first internals to final examination.

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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 1<sup>st</sup> SLSS programme and Final exam , Mediocre Learner category increased after 1<sup>st</sup> SLSS program and final exam.Advance Learner category intreased after 1<sup>st</sup> 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



Vice-Chancellor Sumandaen Vidyanooth

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

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

	MBA (Hea	althcare) Full Tim	e - I Semest	er	
	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.
Atteste Vice-Chance Sumandeep Vidy An Institution Deemed to Vill. Piparia, Taluka: N Dist. Vadodara-331 76	ellor apeeth be University Waghodia	Special session on Soft Skills	05/09/2018 07/09/2018 07/09/2018 00/09/2018 00/09/2018 00/09/2018 00/09/2018	Mr. Rahul	Students required some improvement in Soft Skill development after the bachelor so it will help them for their job placement

## MBA (Healthcare) Part Time - I Semester

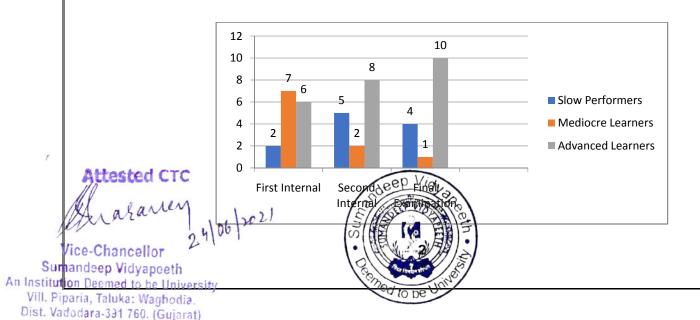
Sr. No.	Title of Program	Date	Teaching Faculty involved	Outcome
1	Interactive Session on Management in Healthcare	03/09/2018	Dr. Pinkal Shah	Students can aware regarding how to use management in Healthcare Sector.

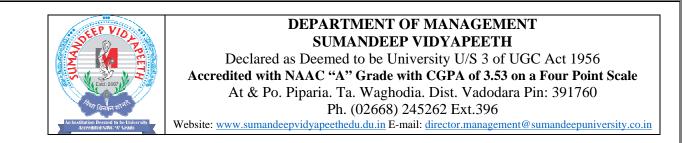
## 3. Performance of Student's in each Examination: A. Categorization:

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

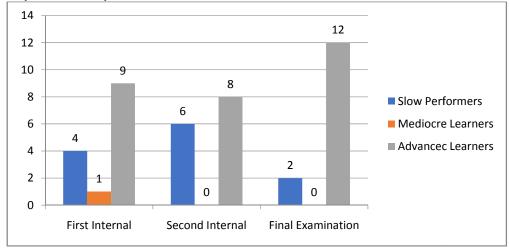
## B. Program wise Outcome Analysis:





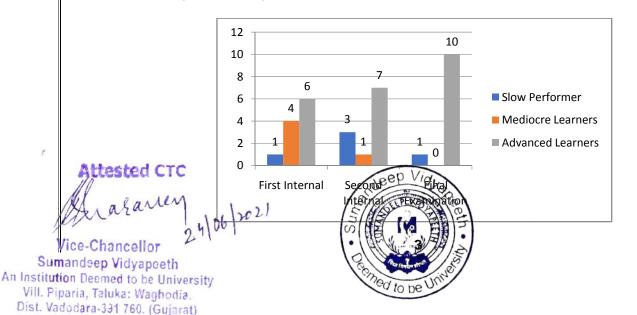


**Fig 01:** This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students increased in Slow Performer category form 02 to 05 after 1<sup>st</sup> SLSS programme and decreased from 05 to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



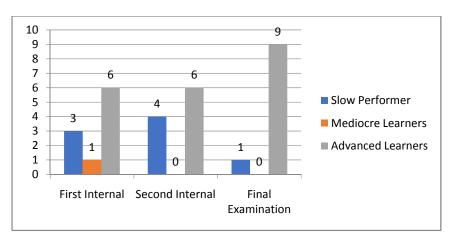
## 2. MBA (Healthcare) Full Time – 2<sup>nd</sup> Semester

**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 1<sup>st</sup> SLSS programme and decreased from 06 to 02 in Final exam, Mediocre Learner category decreased from 01 to 00 after 1<sup>st</sup> SLSS and after final exam. Advance Learner category decreased from 10 to 09 after 1<sup>st</sup> SLSS and from 09 to 13 after final examination.



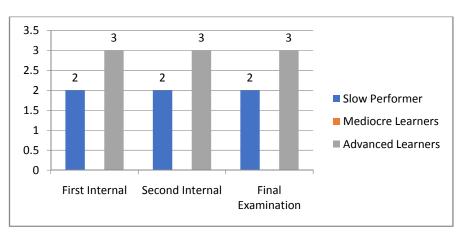
## 3. MBA (Healthcare) Full Time – 3<sup>rd</sup> Semester

**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 increased from 01 to 03 after 1<sup>st</sup> SLSS and again decreased form 03 to 01 after final exam., while under Mediocre Learner category increased from 04 to 03 after 1<sup>st</sup> SLSS and again decreased form 03 to 01 after final exam. Advance Learner category increased from 06 to 07 after 1<sup>st</sup> SLSS and from 07 to 10 after final examination.



## 4. MBA (Healthcare) Full Time – 4<sup>th</sup> 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 1<sup>st</sup> SLSS and again decreased form 05 to 01 after final exam., while under Mediocre Learner category decreased from 01 to 00 after 1<sup>st</sup> SLSS and after final exam also. Advance Learner category decreased from 07 to 06 after 1<sup>st</sup> SLSS and from 06 to 10 after final examination.



## 5. MBA (Healthcare) Part Time – 1<sup>st</sup> 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 1<sup>st</sup> 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 1<sup>st</sup> SLSS and decreased from 04 to 03 after final examination.

24/06/2021 ice-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

## 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

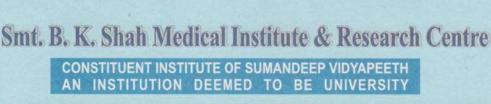
Signature of Head of the Institute

ittested CTC ane 24/06/2021 Vice-Chancellor

Vice-Chancellor Sumandsep Vidyapeeth An Institution Deemed to be University Vill. Piparia, Taluka: Wagbodia. Dist. Vadodara-331 760. (Gujarat)



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## 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, requiredto 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:

An Inst Vill

Name of	Year / Semester of study	Previous Examination	Categorization of Students		
Program			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		1. Dr.Getanjali	New
		MBBS: 1 month		Purohit	Studentsadmitted
		foundation		2. Dr Kinjal Jethwa	were from diverse
		course includes:	1/8/19-	3. Dr DVSS	places from India,
		campus	31/8/19	Ramavtaram	so this orientation
		orientation,		<ol> <li>Mrs Priyanka</li> </ol>	program has not
1		patient safety,		sharma	only made them
Att	ested (	local language	10	5 VD Tejas shah	familiar to our
1.1	2	programs,	and	6 Dribinani Pandya	campus rather they
(AAAA	aran	communication	E HA	P. D. Heta Vaisnani	also have learnt a
101		skills, Computer	SIE	8. Diaguni Doshi	lot about curriculum
Vice-Ch	ancellor	skills, self	·	92 Dr. Trushna shah	including medical
Sumandeep	Vidyape	eth	18/1	Per linder and	
Institution Deen	ned to be I	University	STO.	Tto be University	
Vill. Piparia, Ta	luka: Wagi	hodia.		TO DE	
Dist. Vadodara-3	91 760. (G	Sujarat)			



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



CONSTITUENT INSTITUTE OF SUMANDEEP VIDYAPEETH AN INSTITUTION DEEMED TO BE UNIVERSITY

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

3. Performance of Student's in each Examination:

## A. Categorization:

Name of	Year /			ber of stude	ents
Program	Semester of study		Slow Performers	Mediocre Learners	Advanced Learners
	First year	First Internal	137	13	0
		Second Internal	19	112	09
		Final Examination	23	99	28
	Second	First Internal	99	27	07
	year	Second Internal	19	92	22
MDDO		Final Examination	17	94	22
MBBS	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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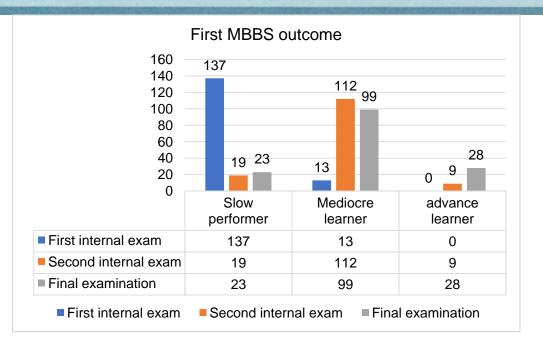
Vice-Chancellor Sumandsep Vidyapeeth An Institution Deemed to be University Vill. Piparia, Taluka: Waghodia. Dist. Vadodara-331 760. (Gujarat)



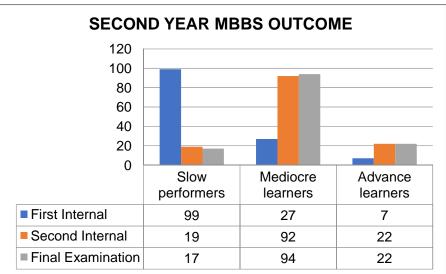
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# Smt. B. K. Shah Medical Institute & Research Centre

CONSTITUENT INSTITUTE OF SUMANDEEP VIDYAPEETH AN INSTITUTION DEEMED TO BE UNIVERSITY



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:

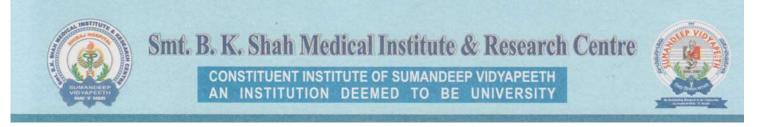
2021

99 to 19 and number of mediocre learners have been reduced from 27 to 92 and advance learners hiked

24/06 Vice-Chancellor Sumandsep Vidyapeeth An Institution Deemed to be University Vill. Piparia, Taluka: Waghodia. Dist. Vadodara-331 760. (Gujarat)

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3. Figure 3: Third first MBBS:

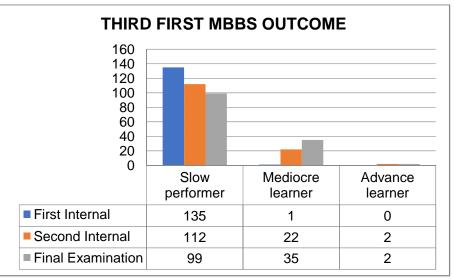
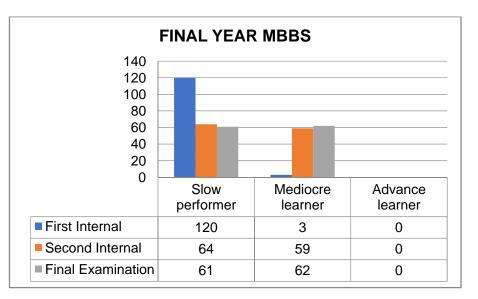


FIGURE 3 : 22 students have been shifted from Slow performer to mediocre learner

## Figure 4: Final year MBBS



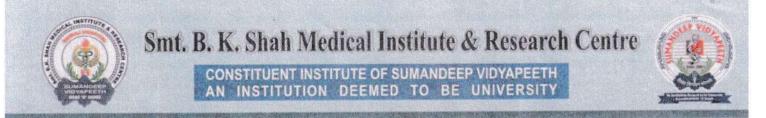
AttEIGLERE 4:50% Students have been shifted from slow performer to mediocre learner.

24/06/2021 Vice-Chancellor

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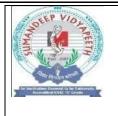
- 4. Conclusion: Through "students learning support system" students were motivated and benefitted. Many of the students have shown incremental status. Apart from the subjective Knowledge, they learnt numerous things; they learn medical ethics, communication skills, professionalism, research and better 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



ttested CTC 24/06/2021 Vice-Chancellor

Vice-Chancellor Sumandsep Vidyapeeth An Institution Deemed to be University Vill. Piparia, Taluka: Waghodia. Dist. Vadodara-331 760. (Gujarat)





K.M.SHAH DENTAL COLLEGE & HOSPITAL SUMANDEEP VIDYAPEETH An Institution Deemed to be University U/S 3 of UGC ACT.1956 Accredited with NAAC "A" Grade with CGPA of 3.53 on Four Point Scale At & Post: Piparia, Ta.Waghodia, Dist.Vadodara-391760, Gujarat State, India.



## 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:

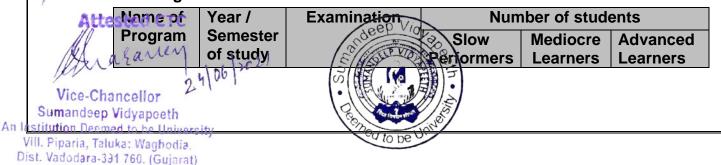
Name of	Year /	Ster of Examination	Categorization of Students		
Program	Semester of study		Slow Performers	Mediocre Learners	Advanced Learners
BDS	I BDS	HSC	15	23	23

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:





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	1 <sup>st</sup> Year	<b>First Internal</b>	24	17	10
	rrear	First Internal	34	17	10
		Second Internal	11	23	27
		Final Examination	08	34	22
	2 <sup>nd</sup> Year	First Internal	60	02	00
		Second Internal	10	09	43
		Final Examination	20	38	04
BDS	3 <sup>rd</sup> 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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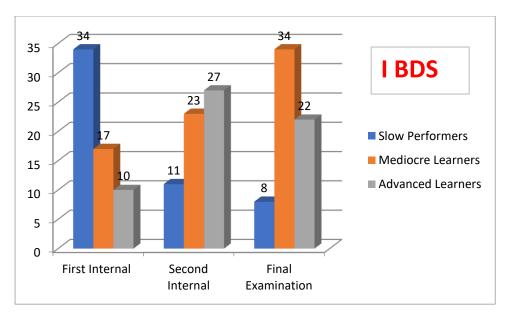
## K.M.SHAH DENTAL COLLEGE & HOSPITAL SUMANDEEP VIDYAPEETH

An Institution Deemed to be University U/S 3 of UGC ACT.1956 Accredited with NAAC "A" Grade with CGPA of 3.53 on Four Point Scale At & Post: Piparia, Ta.Waghodia, Dist.Vadodara-391760, Gujarat State, India.

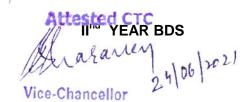


## B. Program wise Outcome Analysis:

(Provide brief description and Analysis, along with Graphical presentation)  $\mathbf{1^{st}}$  **YEAR BDS** 



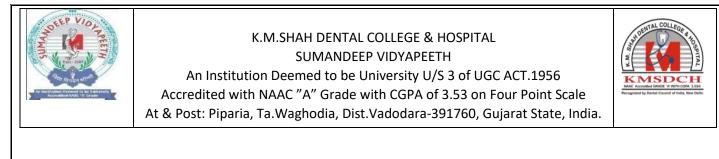
**Fig 01:** This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students in Slow Performer categories as we can see that number of students in Slow Learners are decreasing and Numbers of Students in Mediocre learning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

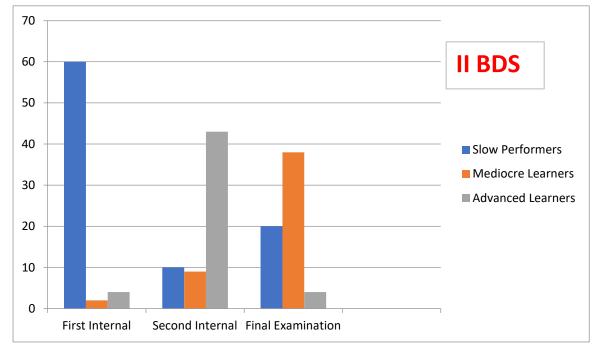


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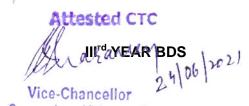
Vill. Piparia, Taluka: Waghodia. Dist. Vadodara-331 760. (Gujarat)







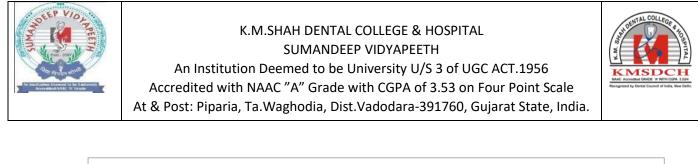
**Fig 02:** This Graph represent changes in status of student after conduction of SLSS program. The graph have shown significant improvement in the level of students in slow performers in final exam also Mediocre learners are incressed. When first internal was compared to final outcome of the program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

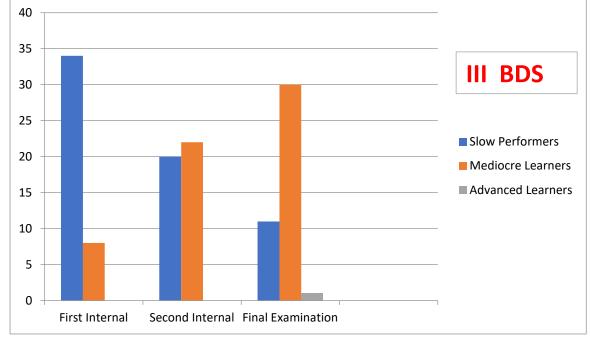


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Vill. Piparia, Taluka: Waghodia. Dist. Vadodara-331 760. (Gujarat)







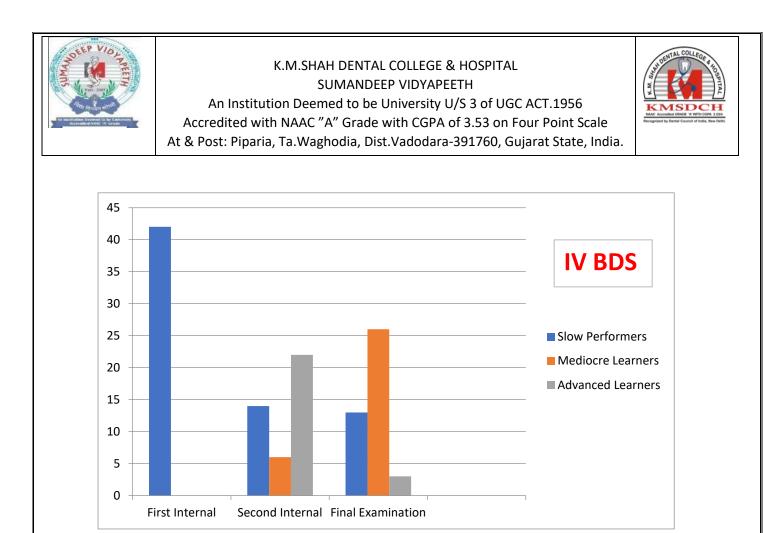
**Fig 03:** This Graph represent changes in status of student after conduction of SLSS program. The graph have show improvement in the level of students in final examination as compared to first and second internal examiantion.. There are less number of students in Slow Learners category and Numbers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



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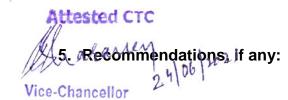




**Fig 04:** This Graph represent changes in status of student after conduction of SLSS program. The graph have shown that there were no mediocre and advanced learners in first internal but then there was significant improvement in the level of students in Slow Performer categories as we can see that nmber of students in Slow Learners are decreasing and Numbers of Students in Mediocre learning had incresed. When compared to final outcome of the program ie After University exams there is over all increse 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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1. IIIBDS advanced learner were less after second internal examination.

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

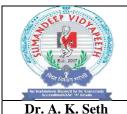
Sr. No.	Recommendations	Action Taken	Outcome
1	For III BDS students after first and second internal examination there was not much increase in advanced learner categories.	Students were monitored for increasing their categories for advanced learners.	There is increase in the number of advanced learners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

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# **DEPARTMENT OF PHARMACY** SUMANDEEP VIDYAPEETH

(An Institution Deemed To Be University) Vill. Piparia, Waghodia Taluka, Dist. Vadodara- 391760 (Gujarat) Phone: +91 2668 245073

URL: www.sumandeepuniversity.org

## 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.

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

#### A Categorization:

#### 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	05/09/2019,	Mr. Hemal	Improvement in
		Mathematics	06/09/2019	Patel	Mathematical skills required
		class			for pharmaceutical drug dosage calculations.
1	2	Special	09/09/2019,	Dr. Dipti	Actual view of various
Attest	ed CTC	Teaching	10/09/2019	Sohel	Pharmaceutical science
Anar	anen	through video	E STUTY		process as given in text books.
Vice-Chance	ellor 24	06/2	· SI		
Sumandeep Vid	yapeeth		Con Program		
An Institution Deemed to	o be Universit	У	erned to be	Unit	
Vill. Piparia, Taluka:	Waghodia.		1000		
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3	Interactive sessions on profession related topics with	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.
	Classmates			students for their future.

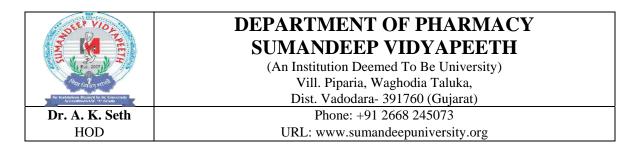
## B. Pharm1<sup>st</sup> Semester

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.

1 Attested CTC 24/06/2021 alarien Vice-Chancellor

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

Name of	Year /	Examination	Num	ber of stud	ents
Program	Semester		Slow	Mediocre	Advanced
	of study		Performers	Learners	Learners
	1 <sup>st</sup>	First Internal	27	06	04
	Semester	Second Internal	23	05	09
		Final	21	09	07
		Examination			
	2 <sup>nd</sup>	First Internal	01	02	34
	Semester	Second Internal	11	05	21
		Final	11	05	21
		Examination			
	3 <sup>rd</sup>	First Internal	30	07	10
	Semester	Second Internal	28	07	12
		Final	19	12	16
		Examination			
	4 <sup>th</sup>	First Internal	04	04	27
	Semester	Second Internal	05	11	19
		Final	0	0	35
		Examination	_	-	
B.Pharm	5 <sup>th</sup>	First Internal	23	05	10
	Semester	Second Internal	21	03	14
		Final	25	07	10
		Examination	_	-	_
	6 <sup>th</sup>	First Internal	08	08	18
	Semester	Second Internal	17	10	07
		Final	09	06	19
		Examination			
	7 <sup>th</sup>	First Internal	22	04	10
	Semester	Second Internal	18	02	16
		Final	07	07	22
		Examination			
	8 <sup>th</sup>	First Internal	06	04	26
	Semester	Second Internal	28	05	03
		Final	03	10	23
		Examination	_	-	_
	1 <sup>st</sup> Year	First Internal	04	08	09
		Second Internal	06	12	03
Pham. D		Final			
		Examination	02	04	15
arren	2 <sup>nd</sup> Year	First Internation	05	10	15
edPharm. D anen 24/0 ellor vapeeth	16 122				

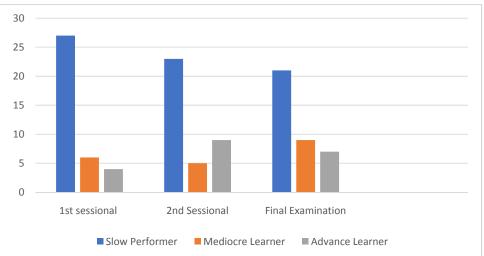
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Sumandsep Vidyapeeth An Institution Deemed to be University Vill. Piparia, Taluka: Waghodia. Dist. Vadodara-331 760. (Guiarat)

		Second Internal	04	11	15
		Final Examination	01	00	29
	3 <sup>rd</sup> Year	First Internal	06	11	10
		Second Internal	04	11	12
		Final Examination	00	15	12
	4 <sup>th</sup> Year	First Internal	04	04	27
		Second Internal	05	11	19
		Final Examination	00	00	35
-	5 <sup>th</sup> Year	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)



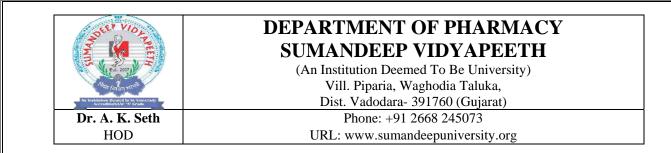
#### 1. B. Pharm 1<sup>st</sup> Semester

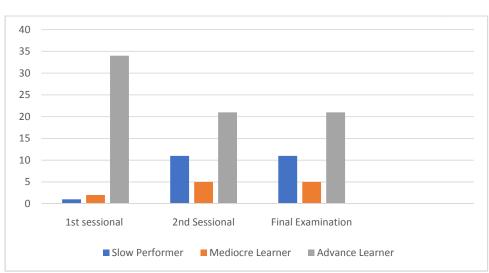
**Fig 01:** This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students decreased in Slow Performer category form 27 to 23 after 1<sup>st</sup> SLSS programme and from 23 to 21 in Final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

tested CTC 24/06/2021 lice-Chancellor

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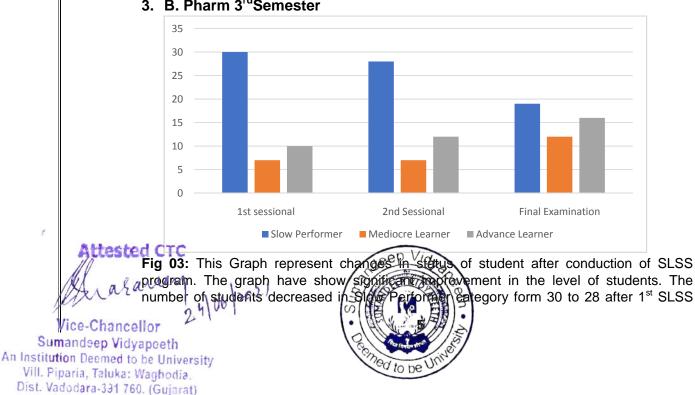






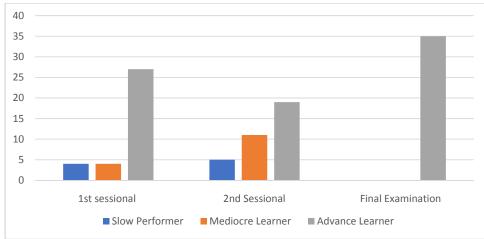
## 2. B. Pharm 2<sup>nd</sup> Semester

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 same11 to 11 in Final exam , Mediocre Learner categoryincreased from 02 to 05 after 1<sup>st</sup> SLSS and remained same 05 to 05 after final exam.Advance Learner category decreased from 34 to 21 after 1<sup>st</sup> SLSS and remained same 21 to 21 after final examination.



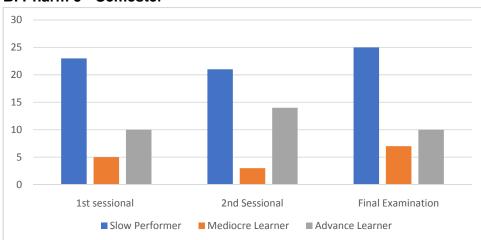
#### 3. B. Pharm 3<sup>rd</sup>Semester

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



#### 4. B. Pharm 4<sup>th</sup> 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 1<sup>st</sup> SLSS programme and decreased from 05 to 00 in Final exam , Mediocre Learner categoryincreased from 04 to 11 after 1<sup>st</sup> SLSS and decreased form 11 to 00in final exam. Advance Learner category decreased from 27to 19 after 1<sup>st</sup> SLSS and increased from 19 to 35 after final examination.

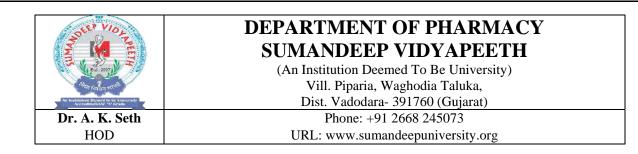


#### 5. B. Pharm 5<sup>th</sup> Semester

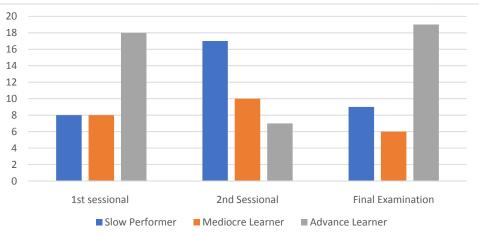
Fig 05: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students decreased in Slow Performer category form 25 to 17 after 1<sup>st</sup> constant of the students decreased in Slow Performer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

Vice-Chancellor Sumandeep Vidyapeeth An Institution Deemed to be University Vill. Piparia, Taluka: Wagbodia.

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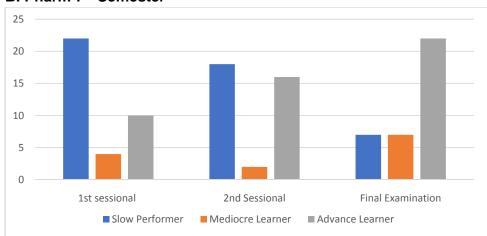


final exam. Advance Learner category remained from 04 to 11 after 1st SLSS and increased from 11 to 10 after final examination.



## 6. B. Pharm 6<sup>th</sup> 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 1<sup>st</sup> SLSS programme and decreased from 17 to 09 in Final exam, Mediocre Learner category increased from 08 to 10 after 1<sup>st</sup> SLSS and decreased form 10 to 06 after final exam. Advance Learner category decreased from 18 to 07 after 1<sup>st</sup> SLSS and increased from 07 to 19 after final examination.



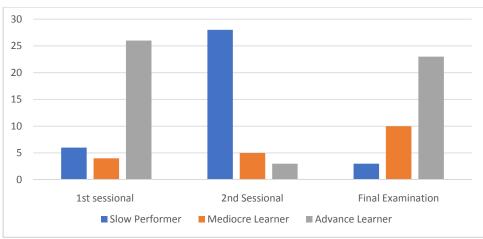
#### 7. B. Pharm 7<sup>th</sup> Semester

Fig 07: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant provolvement in the level of students. The number of students decreased m Slow Reformer category form 22 to 18 after 1st programme andfrom 18 \$S ab exam, Mediocre Learner category 06 ce-Chancellor

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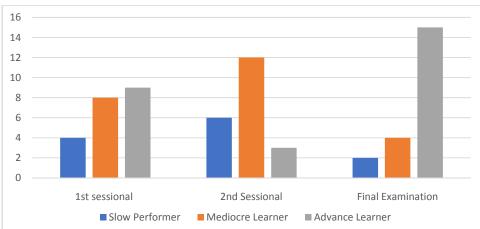


decreased from 04 to 02 after 1<sup>st</sup> SLSS and decreased form 02 to 07 after final exam. Advance Learner category increased from 10 to 16 after 1<sup>st</sup> SLSS and from 16 to 22 after final examination.



#### 8. B. Pharm 8<sup>th</sup> Semester

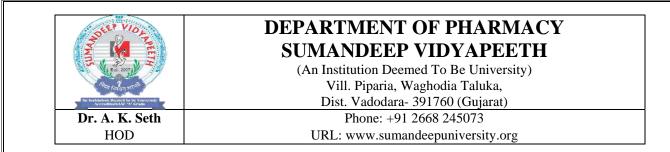
**Fig 08:** This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students increased in Slow Performer category form 06 to 28 after 1<sup>st</sup> SLSS programme and decreased from 28 to 03after Final exam , Mediocre Learner category increased from 04 to 05 after 1<sup>st</sup> SLSS and increased from 05 to 10 after final exam. Advance Learner category decreased from 26 to 03 after 1<sup>st</sup> SLSS and increased from03 to 23 after final examination.



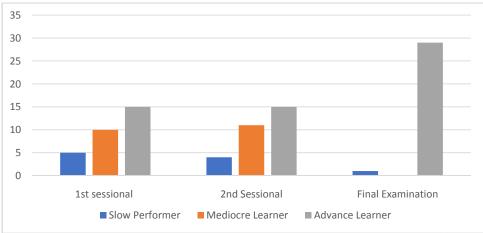
#### 9. Pharm. D 1<sup>st</sup> Year

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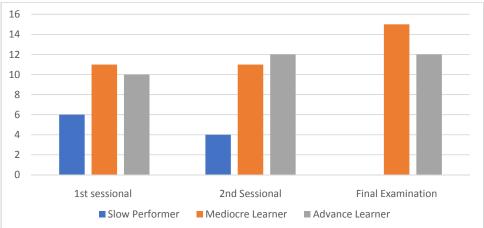
Fig 09: This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students increased in Slow Performer category form 04 to 06 after 1<sup>st</sup> SLSS programme and decreased from 06 to 02 after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



#### 10. Pharm. D 2<sup>nd</sup> 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 1<sup>st</sup> SLSS programme andfrom04 to 01after Final exam , Mediocre Learner category increased from 10 to 11 after 1<sup>st</sup> SLSS and decreased from 11 to 00 after final exam. Advance Learner category remained same from 15 to 15 after 1<sup>st</sup> SLSS and increased from15 to 29 after final examination.



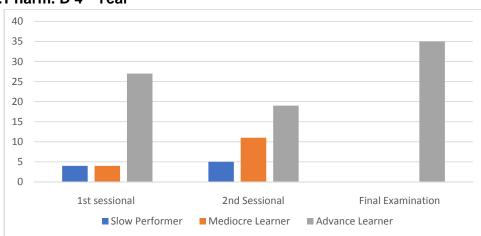
#### 11. Pharm. D 3rd Year

**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 1<sup>st</sup> **tested CSLSS** programme andfrom04 to **constant**, Mediocre Learner category remained same from 11 to 11 after 1<sup>st</sup> States and increased from 11 to 15 after final areased from 11 to 15 after final areas areased from 11 to 15 after final areas areas areased from 11 to 15 after final areased from 11 to 15 after final areas areased fro

Vice-Chancellor Sumandsep Vidyapceth An Institution Deemed to be University Vill. Piparia, Taluka: Wagbodia. Dist. Vadodara-331 760. (Gujarat)

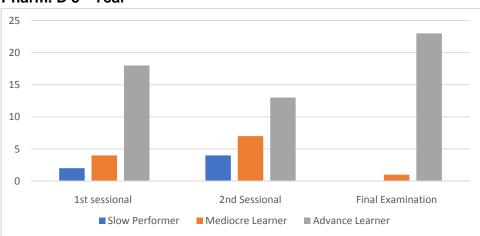


exam. Advance Learner category increased from 10 to12 after 1<sup>st</sup> SLSS and remained same from12 to 12 after final examination.



#### 12. Pharm. D 4<sup>th</sup> 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 1<sup>st</sup> SLSS programme and decreased from05 to 00after Final exam , Mediocre Learner category increased from 04 to 11 after 1<sup>st</sup> SLSS and decreased from 11 to 00 after final exam. Advance Learner category decreased from 27 to 19 after 1<sup>st</sup> SLSS and increased from19 to 35 after final examination.



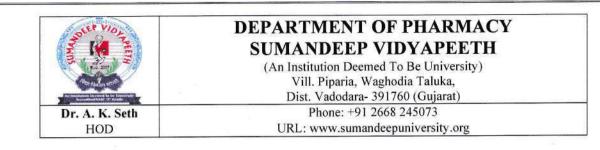
#### 13. Pharm. D 5<sup>th</sup> Year

**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 1<sup>st</sup> SLSS programme anddecreased from04 to 00after Final exam , Mediocre Learner category increased from 04 to 07 after 1<sup>st</sup> SLSS and decreased from 07 to 01 after final exam. Advance Learner category decreased from 18 to13 after 1<sup>st</sup> SLSS and increased from 13 to 23 after final examination.

24/06/2021 ice-Chancellor

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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.

- Recommendations, if any: Result in 2<sup>nd</sup> Semester B. Pharm was not satisfactory, Teachers are instructed to more attention on them and resolve their queries, if required conduct extra classes.
- 6. Action taken on the recommendations of preceding year:Nil

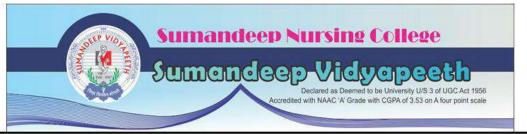
Signature of Head of the Institute

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

ttested CTC aner 24/06/2021 Vice-Chancellor

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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	Year /	Previous	Categorization of Students			
Program	Semester of study	Examination	Slow Performers	Mediocre Learners	Advanced Learners	
B.Sc Nursing	First Year	12 <sup>th</sup> 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

sessions on profession related topics with immediate Higher class Studentswas helpful in clarifying queries related to profession and brings confidence among students their future.2Communication Skills19/10/2019Mrs. Rachana JoshiImproves the communication skills3Computer Class Sted CTC16/11/2019Mrs. Bhoomika PatelHelps in having good technical base4Seminar on Personality prevelopment03/12/2019Mr Supervision professionAn attempt for modification of personality as to computer the	Sr. No.	Title of Program	Date	Teaching Faculty involved	Outcome
Skills     communication skills       3     Computer Class     16/11/2019     Mrs. Bhoomika Patel     Helps in having good technical base       4     Seminar on Personality     03/12/2019     Mrs. Bhoomika Patel     An attempt for modification of personality as to communication	1	sessions on profession related topics with immediate Higher class	21/09/2019	Mrs. Rachana Joshi	clarifying queries related to profession and brings confidence among students fo
Computer Class     good technical base       4     Seminar on Personality     03/12/2019     Monorational     An attempt for modification of personality as to personality as to personality as to personality as to personality	2		19/10/2019	Mrs. Rachana Joshi	communication
4 Seminar on Personality Development 03/12/2019 Motivational Motivational Motivational Personality as to personality as	-		16/11/2019	Mrs. Bhoomika Patel	•
Vidyapeeth	4 Lanen ncellor	Seminar on Personality	E HOLEVO	Motivational	An attempt for modification of personality as to

Vill. Piparia, Taluka: Waghodia. Dist. Vadodara-331 760. (Gujarat)

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An In

				chosen profession.
<u>-irst Yea</u> Sr. No.	r P.B.B.Sc Nursin Title of Program	g 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	-	Year /	Examination	Num	nber of stud	ents
Prog	ram	Semester		Slow	Mediocre	Advanced
		of study		Performers	Learners	Learners
		First Year	First Internal	80	11	9
B.S	Sc		Second Internal	56	34	10
Nurs	sing		Final	20	53	25
			Examination			
B.S Nurs		Second Year	First Internal	94	5	0
-	Ŭ		Second Internal	27	65	7
			Final	13	75	11
			Examination			
B.\$		Third	First Internal	75	14	4
Nurs	sing	Year				
			Second Internal	19	53	20
			Final	20	57	12
B.S		Final	Examination			
D.C Nurs		Year	First Internal	66	12	6
TNUIS	miy	i cai	Second Internal	10	23	51
			Final	3	39	39
			Examination			
P.B.E	3.Sc	First Year	First Internal	24	5	1
testedre	ing		op Via		_	
			Second Internal	22	5	2
naran	en	106/2021	Final Examination M	eeth 4	17	8
Chancellor eep Vidyape		- F	Contraction of the second			

to be

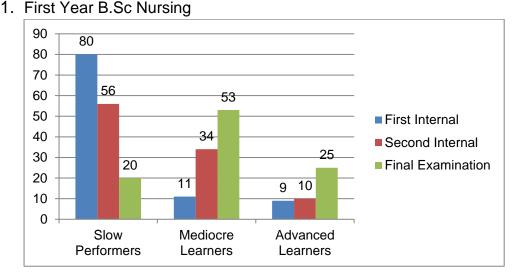
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P.B.B.Sc Nursing	Second Year	First Internal	8	17	5
		Second Internal	20	7	3
		Final Examination	0	17	13

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:

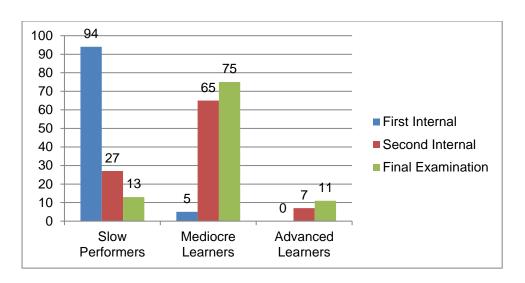
**Figure 1.** This graph shows significant changes in status of students after conduction of SLSS sessions. The number of students in slow performer category decreased from 80 to 56 after first SLSS session and decreased to 20 in final university examination. Mediocre learner category increased from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

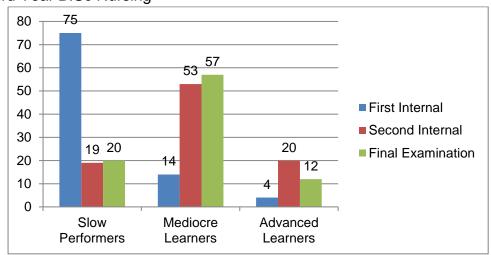
ttested CTC 4/06/2021 Vice-Chancellor

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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.

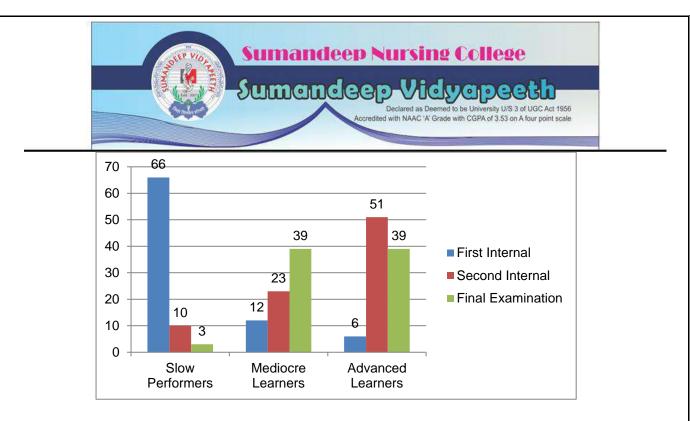
4. Final Year B.Sc Nursing

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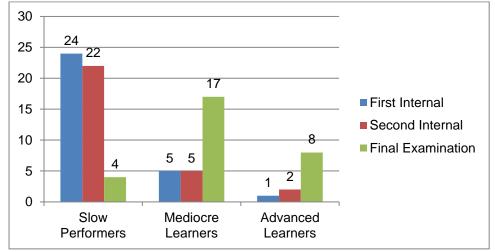
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**Figure 4.** This graph shows significant changes in status of students after conduction of SLSS sessions. The number of students in slow performer category decreased from 66 to 10 after first SLSS session and decreased to 3 in final university examination. 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.

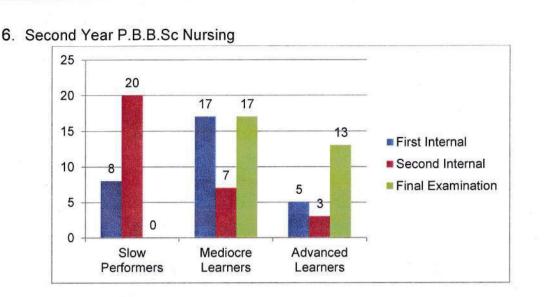


## 5. First Year P.B.B.Sc Nursing

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 dearner category decreased from 500 parter final university examination. Advanced learner category increased from 100 parter final university examination. Advanced to 8 Vice-Chanceafter final university examination

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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 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

ttested CTC 24/06/2021 Vice-Chancellor

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## **COLLEGE OF PHYSIOTHERAPY**

SUMANDEEP VIDYAPEETH

(An Institution Declared as deemed to be University U/S 3 of UGC Act, 1956)NAAC A GRADE 3.53

CGPA

Piparia, Waghodia, Vadodara-391760(Gujarat) Ph: 02668-245029 Email: principal.physiotherapy@sumandeepvidyapeethdu.edu.in



## STUDENT LEARNING SUPPORT SYSTEM

#### ANNUAL REPORT

Academic Year: 2019-20

#### 1. Introduction:

An Insi

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	Year /	Previous	Categorization of Students		
Program	Semester of study	Examination	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
Atteste	2 d CTC	English Sessions	16.10.19	Dr Nalina Gupta	Improved English language and communication skills
Vice-Chance		Computer /		sitara Menon	Improved use
Sumandsep Vidy Institution Deemed to Vill. Piparia, Taluka: V Dist. Vadodara-331 76(	be Unive Vaghodia		Ceenned to be	JUIN CO	

	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:

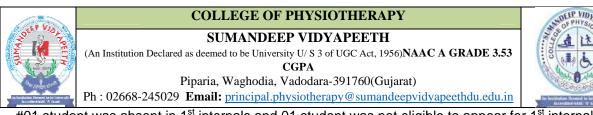
#### A. Categorization:

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

s absent

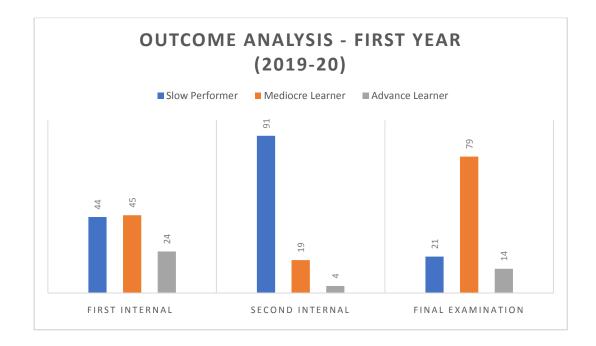
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#01 student was absent in 1<sup>st</sup> internals and 01 student was not eligible to appear for 1<sup>st</sup> internals # 01 student was ineligible to appear in 2<sup>nd</sup> internals

#### B. Program wise Outcome Analysis:

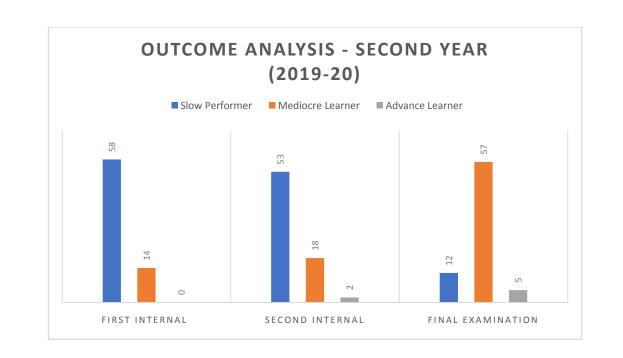


**Fig 01:** Comparing the results in the first year, the number of slow performers have decreased whereas number of Mediocre learner has increased considerably and Advanced Learners have also increased from 2<sup>nd</sup> internals to final examination.

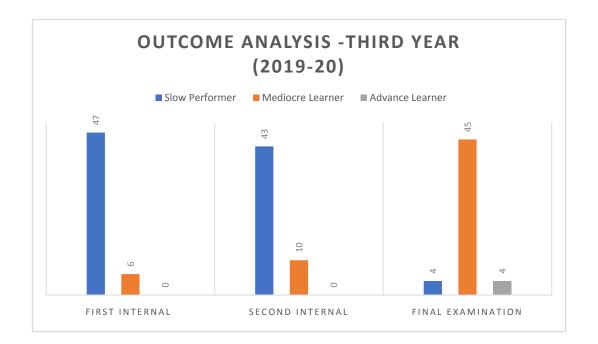
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**Fig 02:** Comparing the results in the second year, the number of slow performers have decreased whereas number of Mediocre learner and Advanced Learner has increased from 1<sup>st</sup> internals to final examination.

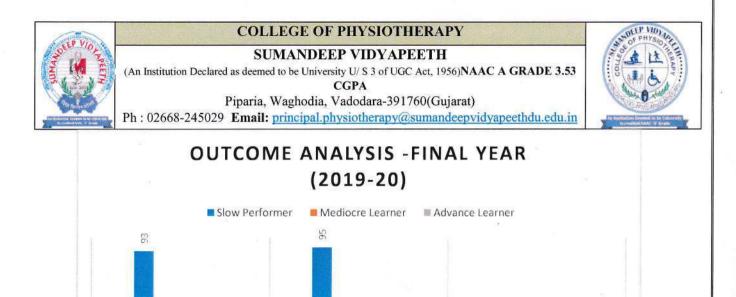


**Fig 03:** Above graph for the third year students shows that the number of slow performers has decreased whereas number of Mediocre learner and Advanced Learner these increased considerably from 1<sup>st</sup> internals to final examination.

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5

FINAL EXAMINATION

**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 1<sup>st</sup> and 2<sup>nd</sup> internals to final examination.

SECOND INTERNAL

#### **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:

FIRST INTERNAL

1.NIL

2.

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4. Action taken on the recommendations of preceding year:

Sr. No.	Recommendations	Action Taken	Outcome
1	NIL		

	Lausignature of Head of the Institute
Attested CTC	State Procipal
Vice-Chancellor Sumandeep Vidyapeeth stitution Deemed to be University /ill. Piparia, Taluka: Waghodia	• <b>Figure Andeep Vidyapeeth</b> • <b>Figure Andeep Vidyapeeth</b> • <b>Figure Andeep Vidyapeethdu.edu.in</b> • <b>Figure Andeep Vidyapeethdu.edu.in</b>

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

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

		eaillicale, Full Till	e - i Seinest		
	Sr. No.	Title of Program	Date	Teaching Faculty involved	Outcome
1	1 sted-crc	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
Ano	ilanen	Etiquettes at professional work through video	13/09/2015	Chatterjee	It gives the practical knowledge regarding the current market situtation
Vice-Cha Sumandeep M An Institution Deeme Vill. Piparia, Talu Dist. Vadodara-33	Vidyapeeth ed to be Univers Ika: Wagbodia,		Deerned to b	e Unive	

#### MBA (Healthcare) Full Time - I Semester

#### 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 situtation

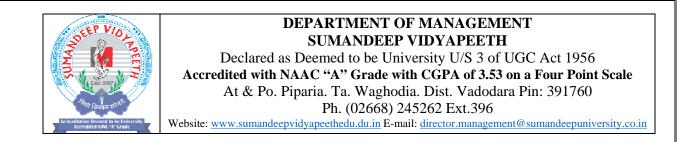
#### 3. Performance of Student's in each Examination: A. Categorization:

Nome of	Year /		Nun	nber of stude	ents
Name of Program	Semester	Examination	Slow	Mediocre	Advanced
riogram	of study		Performers	Learners	Learners
	1 <sup>st</sup>	First Internal	03	04	04
	Semester	Second Internal	01	05	05
	Concator	Final Examination	00	00	11
МВА		First Internal	03	03	09
(Healthcare)	3 <sup>rd</sup>	Second Internal	05	00	10
– Full Time	Semester	Final Examination	02	00	12
		First Internal	00	07	08
	4 <sup>th</sup> Semester	Second Internal	00	04	11
		Final Examination	00	00	15
	1 <sup>st</sup> Semester (2 <sup>nd</sup> Batch)	First Internal	02	04	01
		Second Internal	02	03	02
		Final Examination	00	00	07
	2 <sup>nd</sup>	First Internal	03	03	01
	Semester (2 <sup>nd</sup> Batch)	Second Internal	01	04	02
MBA (Hoolthooro)		Final Examination	00	00	07
(Healthcare) – Part Time	2 <sup>nd</sup>	First Internal	02	00	02
i art finite	Z	Second Internal	01	01	02
	(1 <sup>st</sup> Batch)	Final Examination	01	01	02
	3 <sup>rd</sup>	First Internal	00	01	02
	Semester	Second Internal	00	01	02
	(1 <sup>st</sup> Batch)	Final Examination	00	01	02

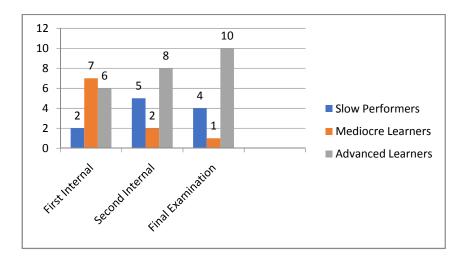
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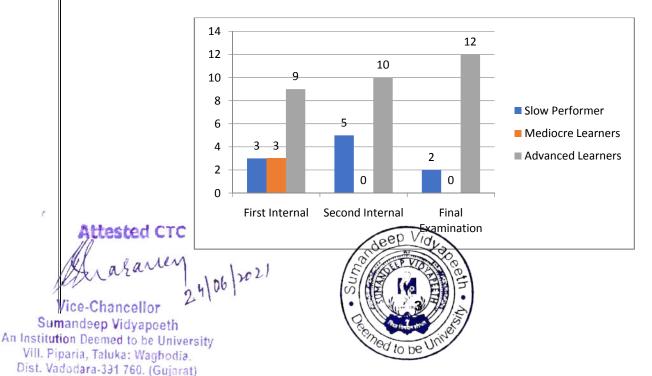




- B. Program wise Outcome Analysis:
- 1. MBA (Healthcare) Full Time 1<sup>st</sup> Semester

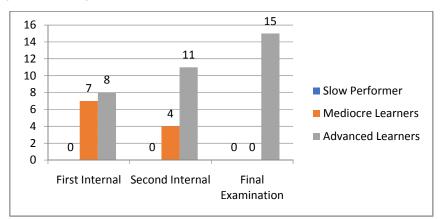


**Fig 01:** This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. The number of students increas in Slow Performer category form 02 to 05 after 1<sup>st</sup> SLSS programme and decreased from 05 to 04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



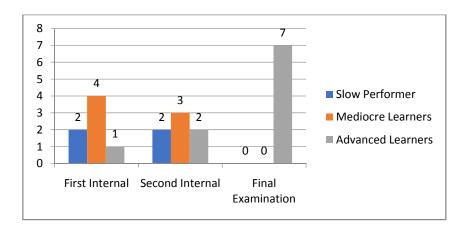
## 2. MBA (Healthcare) Full Time – 3<sup>rd</sup> Semester

**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. Under the Slow Performer category increased from 03 to 05 after 1<sup>st</sup> SLSS and again decreased form 05 to 02 after final exam., while under Mediocre Learner category decreased from 03 to 00 after 1<sup>st</sup> SLSS and remain 00 after final exam. Advance Learner category increased from 10 to 13 after final examination.



#### 3. MBA (Healthcare) Full Time – 4<sup>th</sup> Semester

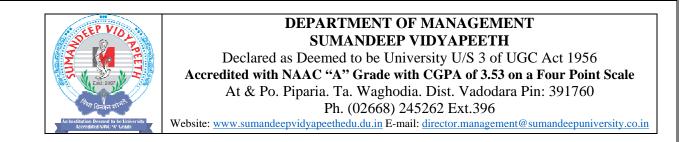
**Fig 03:** This Graph represent changes in status of student after conduction of SLSS program. The graph have show significant improvement in the level of students. Under the Slow Performer category remain same that is 00 after 1<sup>st</sup> SLSS and after final examination also, while under Mediocre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

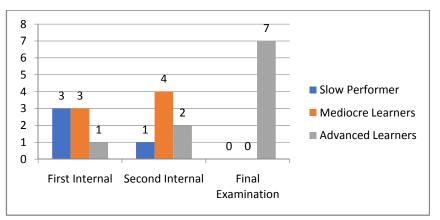


#### 4. MBA (Healthcare) Part Time – 1<sup>st</sup> Semester (2<sup>nd</sup> Batch)

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 1<sup>st</sup> SLSS and decreased from 02 to 00 after final examination, while under Mediocre Learner category number of Atteste Students decreased from 04 to 03 after 1<sup>st</sup> SLSS and then comes to 00 after final examination. Advance Learner category measured form 01 to 02 after 1<sup>st</sup> SLSS and again increase from 02 to 07 after final examination increase from 02 to 07 after final examination increase from 02 to 07 after final examination between the bulk of the state of the

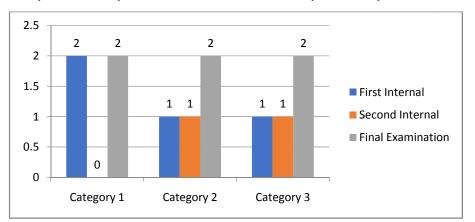
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5. MBA (Healthcare) Part Time – 2<sup>nd</sup> Semester (2<sup>nd</sup> Batch)

**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 1<sup>st</sup> SLSS and decreased from 01 to 00 after final examination, while under Mediocre Learner category number of students increased from 03 to 04 after 1<sup>st</sup> SLSS and then comes to 00 after final examination. Advance Learner category increased form 01 to 02 after 1<sup>st</sup> SLSS and again increase from 02 to 07 after final examination.



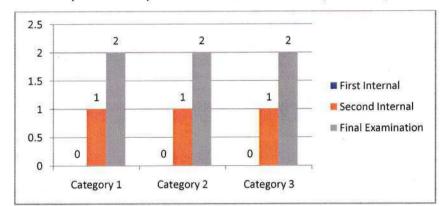
#### 6. MBA (Healthcare) Part Time – 2<sup>nd</sup> Semester (1<sup>st</sup> Batch)

**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 1<sup>st</sup> SLSS and remain 01 after final examination, while under Mediocre Learner category number of students increase from 00 to 01 after 1 states and remain constant 01 after final examination.

Vice-Chancellor Sumandsep Vidyapeeth An Institution Deemed to be University Vill. Piparia, Taluka: Waghodia. Dist. Vadodara-331 760. (Gujarat)



examination. Advance Learner category remain same 02 after 1<sup>st</sup> SLSS and also after final examination.



#### 7. MBA (Healthcare) Part Time – 3<sup>rd</sup> Semester (1<sup>st</sup> 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 1<sup>st</sup> 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

tested CTC Vice-Chancellor

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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 Accredited by NAAC with a CGPA of 3.53 on a Four Point Scale at 'A' Grade 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	Year /	j			udents
Program	Semester of study	Examination	Slow Performers	Mediocre Learners	Advanced Learners
B.ASLP	First Semester	12 <sup>th</sup>	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	23/09/19	Ms. Sussan Christy	This program enhanced students to
110	i <b>ted CTC</b> Lanen	skills, individual	24/09/19 26/09/19 Vio	Mr. Prashant Malipati	develop new learning skills in higher education
Vice-Chan Sumandeep Vi	icellor	24/06/2021			

VIII. Piparia, Taluka: Waghodia. Dist. Vadodara-331 760. (Gujarat)

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	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:

	<u> </u>	-						
	Name of	Year /	Examination	Number of students				
	Program	Semester		Slow	Mediocre	Advanced		
		of study		Performers	Learners	Learners		
		5 1 <sup>st</sup> Semester	First Internal	7	5	3		
	B.ASLP		Second Internal	6	6	3		
			Final	2	8	5		
			Examination					
	B.ASLP	2th	First Internal	1	1	12 *		
		Semester	Second Internal	1	5	8		
,			Final	1	5	8		
8440	abod CTC		Examination					
Attested crc Student Left Vice-Chancellor								
An	alarien 2	4/06/2021	Suna Suna	See In				
Vice-Chancellor								
Sumandsep Vidyapeeth								
(ill. Piparia, Taluka: Waghodia.								

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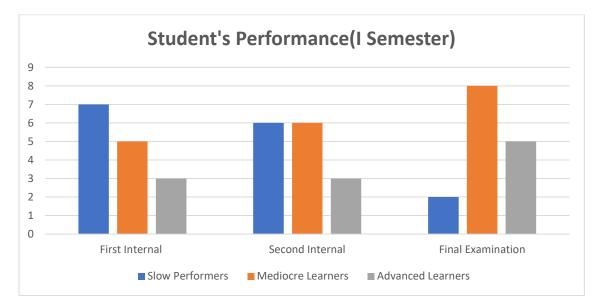
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#### B. Program wise Outcome Analysis:

(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 1<sup>st</sup> Internal and last one after the 2<sup>nd</sup> 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.



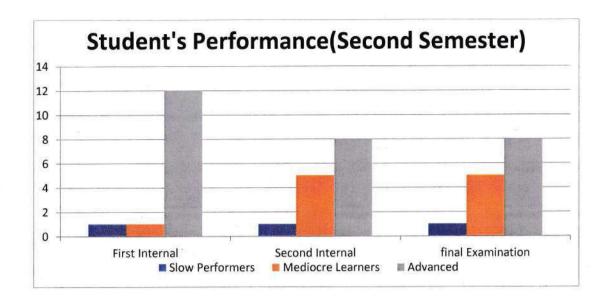
#### C. Program wise Outcome Analysis:

(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 1<sup>st</sup> Internal and last one after the 2<sup>nd</sup> 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 estended Learners category 08 and 05 in mediocre Learners category.

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

In charge

Department of Audiology and Speech Language Pathology Sumandeep Vidyapeeth Deemed to be University, At & Post: Piparia, Taluka: Waghodiya, District: Vadodara, State: Gujarat. Pin-391760.

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