

# Essentials of Medical Physiology

| Ethical issues(related to author editor and publisher) | Score |
|--|-------|
| Plagiarism   | 4     |
| Citation Bias  | 4     |
| Number of Authors                                      | 5     |

| Author credibility                      | Score |
|---|-------|
| Number of Authors                       | 4     |
| Qualification                           | 20    |
| Experience                              | 20    |
| Expertise                               | 4     |
| Number of books authored by the writer. | 2     |

| Publisher credibility | Score |
|-----------------------|-------|
| Publisher Credibility | 2     |

| In General   | Score |
|--|-------|
| Attractiveness of color page design  | 2     |
| Uniqueness Level   | 4     |
| Whether the uniqueness claimed by the author has been conveyed clearly?      | 4     |
| Whether the book stayed focus on the uniqueness as claimed by the 3 authors? | 4     |
| Whether the book is dealing with the entire curriculum & syllabus?           | 4     |

| Physical Appearance Structure and Organisation   | Score |
|--|-------|
| Relevance of Cover Page Design   | 4     |
| Size of the Book - Dimensions  | 4     |
| Attractiveness of Cover Page   | 3     |
| Size of the Book - Bulkiness   | 8     |
| Paper Quality  | 9     |
| Colours in Printing  | 8     |
| Logical & Consistent page layout with appropriate line spacing & margins               | 20    |
| Type of Font (Score out of 10)   | 4     |
| Size of Font (Score out of 10)   | 5     |
| Consistency in maintaining type & size of font (Score out of 10)                       | 4     |
| Number of Pages to teaching hours ratio.   | 3     |
| Overview of learning objectives included at the beginning of chapters (Score out of 5) | 5     |

| Physical Appearance Structure and Organisation   | Score |
|--|-------|
| Introductory Section to explain unique features and how to use the book (Score out of 5) | 4     |
| Well-Structured table of Contents (Score out of 5)                                       | 3     |
| Inclusion of list of Abbreviations,index,etc. (Score out of 5)                           | 4     |
| Inclusion of summary (Score out of 5)  | 4     |
| Text is structured as chapter titles, headings, captions, text boxes (Score out of 5)    | 5     |
| Inclusion of meaningful activities, tasks, and exercises (Score out of 5)                | 4     |
| Appropriate topic distribution and sequencing (Score out of 5)                           | 5     |
| Highlighted Key words and Concepts (Score out of 5)                                      | 3     |
| Free from the mistakes and reiteration (Score out of 5)                                  | 4     |

| Subject Matter - Concept   | Score |
|--|-------|
| Clear & Accurate (Score out of 5)  | 5     |
| Comprehensiveness (Score out of 5)   | 2     |
| Self-explanatory and do not require additional resources to understand (Score out of 5)  | 1     |
| Supported with authoritative (Score out of 5)  | 2     |
| Consistency of content to entire curriculum & syllabus (1 score for every 20% of content)  | 1     |
| Understandable to all three types of learners (advance, medium and slow learners)  | 2     |
| Is the matter facilitating students to learn directly and independently and construct meaning on their own (i.e., read to learn) | 2     |

| Subject Matter - Is the content promoting?  | Score |
|---|-------|
| Higher-order thinking skills that require analysis, evaluation and judgement, and not just recalling and comprehension of facts   | 2     |
| Deep processing, critical and creative thinking by providing less structured problems and more open-ended questions   | 1     |
| Content is with well-formed presentation, discussion, and conclusion  | 1     |
| Content reveals clear meaning & thought-provoking   | 2     |
| Content is focussed on the main idea and no diversions, no irrelevant content   | 3     |
| Definitions explained well with suitable examples   | 2     |
| There are multiple perspectives and balanced viewpoints on issues   | 3     |
| There is no bias in content, such as over-generalisation and stereotyping   | 2     |
| The content and illustrations do not carry any form of discrimination on the grounds of gender, age, race, religion, culture, disability etc., nor do they suggest exclusion. | 1     |
| Included appropriate resources for further reading  | 2     |
| Bibliography, References & Citations  | 1     |

| Subject Matter - Misc   | Score   |
|---|---|
| Compilation of classical references   | 5   |
| Appropriately interpreted, discussed and logically concluded (Score out of 5)   | 4   |
| Added with recent and relevant advances (Score out of 5)  | 4   |
| Clear & Accurate (Score out of 5),5   | Comprehensiveness (Score out of 5),2  |
| Higher-order thinking skills that require analysis, evaluation and judgement, and not just recalling and comprehension of facts,2 | Deep processing, critical and creative thinking by providing less structured problems and more open-ended questions,1 |

| Illustrations  | Score |
|--|-------|
| Is the language used in the text is simple?  | 2     |
| Usage of Standard Technical Terminology  | 1     |
| Usage of Standard Punctuation Marks & Symbols  | 2     |
| The language is accurate and precise   | 2     |
| Can the audience determine meanings of difficult or technical terms through context clues?           | 5     |
| Is the text free from Grammatical mistakes, redundancies,wordiness, highfalutin and sexist language? | 3     |
| Is the text free from fragments, run-on, and overly complex sentences?                               | 4     |
| Are capitalization, spelling, and paragraphs used correctly?   | 3     |

|   | Score |
|---|-------|
| Color   | 2     |
| Visibility of Illustrations: Clarity and Resolution |       |
| Visibility of Illustrations: Colour                 |       |
| Visibility of Illustrations: Labelling              |       |
| Relevance to the content                            |       |