

AMALA INSTITUTE OF MEDICAL SCIENCES, THRISSUR

Special Report on Student Interest Areas, Aptitude, and Attitudinal Issues

Introduction

Medical education in India has undergone a significant transformation with the advent of the Competency-Based Medical Education (CBME) model introduced by the National Medical Commission (NMC). However, despite structural reforms, many students continue to face challenges related to aligning their academic pursuits with personal interests, aptitude, and professional attitude. At Amala Institute of Medical Sciences, we aim to address these concerns proactively through early identification and structured support. This report summarizes key observations, common issues, and institutional interventions related to student interest areas, aptitude, and attitudinal challenges.

Observations

Observations were systematically gathered through the following methods:

- Continuous monitoring during theory classes, practical sessions, and clinical postings.
- Analysis of student participation in academic discussions, assignments, and laboratory work.
- Feedback from internal assessments and skill-based evaluations.
- Mentor feedback from the institutional mentoring system.

Key findings

1. Lack of Aptitude:

- Difficulty applying theoretical knowledge in clinical settings.
- Poor psychomotor coordination and laboratory skills.
- Weak critical thinking and analytical ability.

2. Attitudinal Issues:



- Irregular attendance and disengagement in classroom and clinical activities.
- Low motivation levels and disinterest in self-directed learning.
- Resistance or passivity towards constructive feedback.

3. Mismatch of Interests:

- Students showing interest in areas misaligned with their academic strengths.
- Lack of clarity regarding future career paths within medicine.
- Over-dependence on peer trends or parental expectations rather than self-evaluation.

Institutional Interventions

Amala Institute of Medical Sciences has implemented a range of targeted support systems to address these challenges holistically:

1. **Dedicated Mentorship System:** Each faculty mentor is assigned a maximum of three students. Regular one-on-one mentoring sessions track progress, identify barriers, and set goals. Personalized guidance plans are developed to address aptitude and attitude issues.
2. **SSGP (Student Support and Guidance Program):** A KUHS initiative coordinated by two trained nodal faculty members. The program focuses on academic remediation, emotional well-being, and professional development through confidential student evaluations and referral pathways.
3. **Career Counseling Centre:** Offers individual counseling sessions, psychometric tools, and interactive workshops to align student interests with realistic career paths.
4. **Psychological Counseling Centre:** Provides support for academic stress, anxiety, and self-esteem issues, with on-campus access and confidentiality.



5. **Skill Development Workshops:** Conducted regularly to improve communication skills, clinical competence, time management, and teamwork.

6. **Peer Learning and Support Programs:** Encourages academic buddy systems, student-led seminars, and group learning activities to enhance accountability and peer support.

Outcomes:

- Enhanced student performance in targeted skill areas.
- Improved engagement levels and attendance.
- Greater clarity in career planning and academic goal-setting.
- Notable positive changes in interpersonal behavior and professional attitude.
- Reduced instances of academic burnout and dropout risk.

Conclusion:

The academic and emotional journey of a medical student is intricate, requiring more than just curricular competence. Early identification and structured support for interest, aptitude, and attitude-related issues are vital. At Amala Institute of Medical Sciences, the convergence of mentorship, specialized counseling, and skill-based interventions has created a nurturing ecosystem that empowers our students to grow into empathetic and competent medical professionals. Continued monitoring, stakeholder collaboration, and institutional commitment will ensure that every learner receives the support necessary to reach their fullest potential.

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