

# POSTGRADUATE CURRICULUM COORDINATOR REPORT

**Academic Year: 2024–2025**

**PG Coordinator:** Dr. Rennis Davis, Vice Principal & Professor

The Post-Graduate programme at AIMS is structured in alignment with the National Medical Commission (NMC) and the Kerala University of Health Sciences (KUHS) guidelines. Our approach is competency-based, aiming to create specialists who are not only clinically skilled but also academically sound, ethically driven, and research-oriented. This report integrates the official curriculum framework with the actual academic activities, research work, and outcomes achieved by our departments.

## Curriculum Framework

The postgraduate programme at AIMS admits **62 students annually** across 18 specialties (MD/MS), encompassing clinical, paraclinical, and basic sciences.

## PG Seat Distribution

Department	Seats
Anaesthesiology (MD)	6
Biochemistry (MD)	2
Community Medicine (MD)	5
Dermatology & Venereology	5
Emergency Medicine (MD)	2
ENT (MS)	2
General Medicine (MD)	6
General Surgery (MS)	4
Obstetrics & Gynaecology	3
Ophthalmology (MS)	3



Orthopaedics (MS)	2
Paediatrics (MD)	6
Pathology (MD)	5
Physiology (MD)	2
Psychiatry (MD)	2
Respiratory Medicine (MD)	2
Radiodiagnosis (MD)	4
Radiotherapy (MD)	1

**Total Seats: 62**

The curriculum is competency-based, emphasizing knowledge, skills, and professional attitudes. Structured rotations, postings in ICUs and subspecialties, teaching responsibilities, and compulsory research/dissertation work form the backbone of the programme. The curriculum for all courses is made available at website for ease of reference.

#### **Academic and Training Highlights**

During the year, structured departmental schedules were implemented across all specialties, ensuring uniformity and continuity in teaching and training. Orientation programmes were organized for new residents to help them adapt to institutional systems and learning frameworks. Interdepartmental academic sessions – including clinicopathological conferences (CPCs), tumor boards, and mortality reviews – provided opportunities for multidisciplinary interaction, clinical correlation, and shared decision-making. In addition, workshops on research methodology, biostatistics, and simulation training further strengthened the academic foundation and enhanced clinical preparedness among postgraduate trainees.

A wide spectrum of academic activities enriched the learning environment. Regular seminars and journal clubs promoted critical appraisal skills and updated knowledge on recent advances. Case presentations and bedside discussions emphasized clinical reasoning and patient-centered approaches. Mortality meetings encouraged reflection



on patient outcomes and strategies for quality improvement. Faculty-led lectures, symposia, and invited guest sessions provided exposure to specialized topics and expert perspectives.

Field postings, specialized clinics, and community-based programmes played a significant role in integrating academic learning with hands-on experience. Activities such as outpatient clinics, immunisation services, specialized therapy sessions, and community adoption initiatives helped residents gain practical insights into population health and preventive strategies. These were closely linked with dissertation work and population-based studies, allowing research training to be embedded within service delivery.

Practical learning was further strengthened through gross specimen demonstrations, slide seminars, and structured thesis monitoring sessions, ensuring that academic progress was regularly evaluated and guided. Simulation-based training created a safe and structured platform for practicing clinical procedures, decision-making, and emergency response. Regular monitoring of research projects, combined with sessions on data analysis and presentation, reinforced the importance of evidence-based practice.

The teaching-learning process relied on a balanced blend of methods, including seminars, journal clubs, case discussions, CPCs, bedside teaching, tutorials, grand rounds, and group discussions. Personalized learning was encouraged through small-group teaching and thesis guidance, while workshops on research methodology and biostatistics, built core academic competencies. Collectively, these initiatives ensured that postgraduate training was comprehensive, practice-oriented, and aligned with the goals of both academic excellence and clinical service.

### **Assessments and Evaluation**

Assessments formed an essential component of postgraduate training, ensuring that learning outcomes were systematically evaluated and aligned with the KUHS curriculum.



**Formative Assessments** were conducted at regular intervals to monitor progress and provide continuous feedback. These included:

- **Case Presentations** - Residents were assessed on their ability to elicit history, conduct clinical examinations, analyze data, arrive at differential diagnoses, and plan management. Faculty members evaluated clarity of presentation, depth of understanding, and application of evidence-based practices.
- **Seminars and Journal Clubs** - These were used to assess skills in literature review, critical appraisal, and effective communication. Residents demonstrated their ability to synthesize information from standard references and recent publications.
- **Logbook Reviews** - Regular scrutiny of logbooks helped track attendance, procedures performed, clinical exposures, and academic activities. This ensured adequate clinical experience and procedural competency.
- **Internal Examinations** - Structured written and practical tests were periodically conducted to assess subject knowledge, clinical acumen, and problem-solving abilities. These provided early identification of gaps in learning and guided remedial measures.

**Summative Assessments** were conducted in accordance with the **KUHS regulations**, ensuring uniformity and academic rigor. These comprised:

- **Theory Papers** - Designed to test comprehensive knowledge, analytical ability, and recent advances in the specialty.
- **Clinical/Practical Examinations** - Candidates were assessed on their ability to evaluate patients, conduct relevant examinations, and present systematic case work-ups. Practical skills, interpretation of diagnostic tests, and management planning were key areas of evaluation.
- **Viva Voce** - Oral examinations tested depth of subject knowledge, ability to think critically, and integration of theory with clinical practice.
- **Thesis Evaluation** - The dissertation was assessed both for scientific content and methodology, as well as the ability to conduct independent research and present findings in a structured format.



**Feedback Mechanisms** were integral to the assessment process. Structured, timely, and constructive feedback was given after formative evaluations, enabling residents to recognize strengths, address areas for improvement, and refine academic and clinical competencies. Feedback sessions encouraged reflective practice and self-directed learning, fostering a culture of continuous academic growth.

### Key Achievements

The most notable accomplishment of last year was the **outstanding performance in the postgraduate university examinations conducted by KUHS**, with an exceptional **98.4% pass percentage**. This remarkable achievement underscores the effectiveness of the structured academic system, the dedication of faculty mentors, and the consistent efforts of residents. It stands as a testament to the institution's commitment to maintaining high academic standards and fostering postgraduate excellence.

Beyond examination success, residents actively contributed to the advancement of medical knowledge and research. The **research papers were published in reputed national and international journals**, showcasing the scholarly output of the institution. These publications highlighted original research, dissertation work, and collaborative studies, reinforcing the integration of academics with research training. Residents also achieved distinction on academic platforms by securing **awards for paper and poster presentations at regional conferences**. Their participation in conferences not only reflected academic rigor but also provided visibility to the institution at wider scientific forums.

In the domain of research funding, the awarding of **two ICMR postgraduate research grants in 2025** was a milestone achievement. These grants not only validated the quality and originality of the research proposals but also encouraged a culture of innovation and evidence-based practice among residents. Interdisciplinary research initiatives further enriched academic activities, with residents contributing to collaborative projects spanning multiple specialties. This strengthened the ethos of



teamwork, broadened research perspectives, and opened avenues for impactful publications and presentations.

### Way Forward

Looking ahead, we intend to further strengthen the **mentorship programme**, ensuring that every postgraduate resident benefits from structured guidance, academic support, and career counseling. The expansion of **simulation-based training facilities** is planned to provide a safe and advanced environment for honing clinical skills, procedural competencies, and emergency response preparedness. Greater emphasis will be placed on **interdisciplinary research projects**, fostering collaboration across specialties and encouraging innovation in both clinical and community-based domains.

To streamline academic activities, **digital platforms** will be introduced for scheduling, feedback, and performance tracking, making the teaching-learning process more transparent and accessible. An **e-logbook system** has also been initiated, enabling residents to maintain a comprehensive digital record of academic activities, clinical procedures, and research progress. This will facilitate real-time monitoring, structured evaluations, and ease of documentation during assessments.

In addition, **alumni engagement** will be enhanced, creating opportunities for mentorship, networking, and career guidance. Alumni contributions will help strengthen the academic culture and provide residents with valuable insights into diverse career pathways.

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