

# Result Analysis, 2025

Amala Institute of Medical Sciences, Thrissur  
*Affiliated to Kerala University of Health Sciences*  
*(KUHS)*  
2024-2025



# I. MBBS Examination Performance Report,2025

**Academic Years: 2021–2025**

**Amala Institute of Medical Sciences**

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## 1. Introduction

This report presents a comprehensive analysis of the MBBS examination outcomes at Amala Institute of Medical Sciences over a five-year period, from 2021 to 2025. The analysis aims to evaluate performance trends across all academic phases of the undergraduate medical curriculum, offering insights into academic progression, institutional impact, and the effectiveness of educational interventions.

## 2. Phase-wise Performance Overview

The table below summarizes the pass percentages for each academic phase over the specified period

Table 1: Year-wise Analysis of Phase-wise MBBS Examination Pass Percentages at Amala Institute of Medical Sciences (2021–2025)

Academic Phase	Academic Years				
	2021	2022	2023	2024	2025
Phase I	85.86%	74%	85.57%	83.84%	<b>90.82%</b>
Phase II	91.46%	64.95%	72.04%	94.51%	<b>95.88%</b>
Phase III – Part 1	96.10%	93.83%	88.24%	<b>98.91%</b>	97.78%
Phase III – Part 2	96.88%	85.71%	91.36%	<b>97.70%</b>	<i>Data Pending</i>

Source: Data collected from the Exam Scrutiny Cell, AIMS, Thrissur

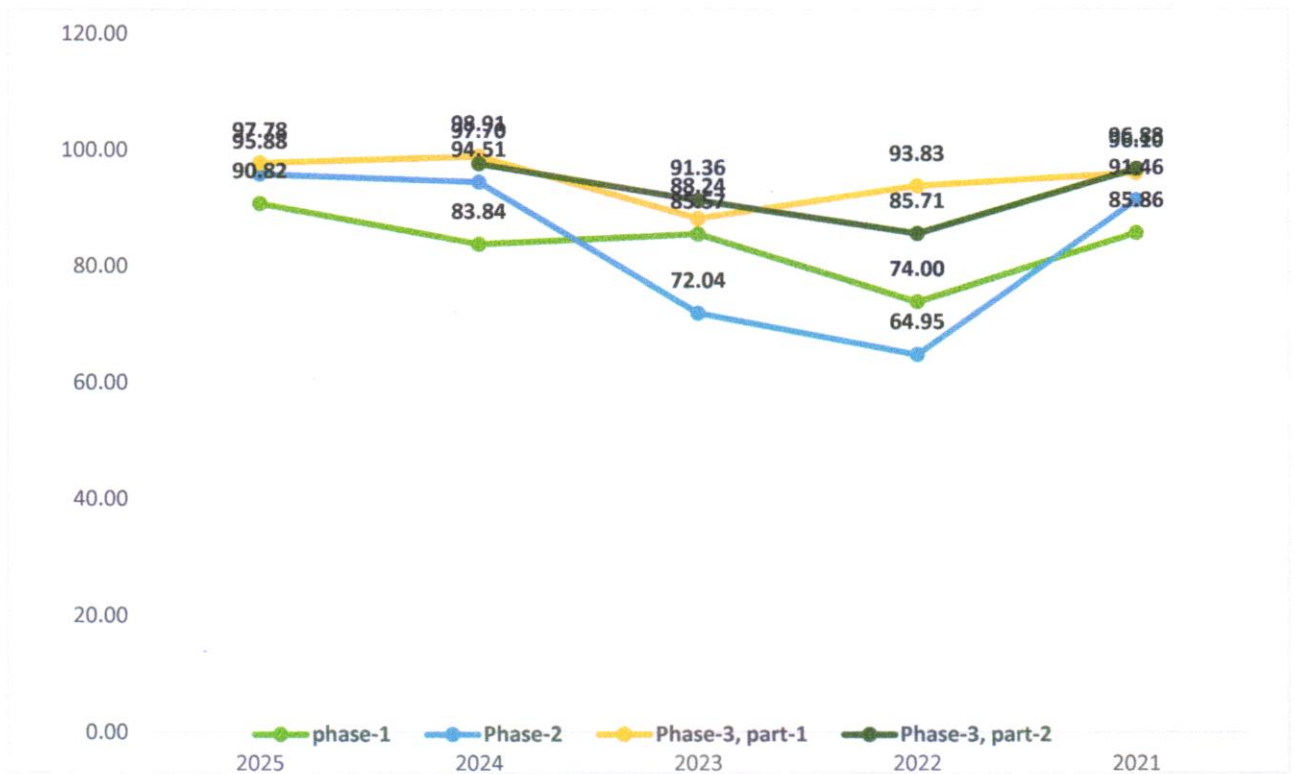
*Note: Phase III – Part 2 data for the academic year 2025 is pending declaration.*

*Betsy*

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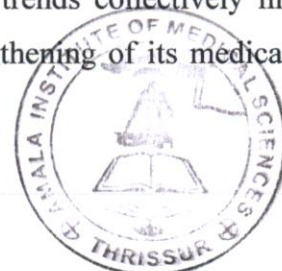


Figure 1: Longitudinal Trends in Phase-wise MBBS Examination Outcomes at Amala Institute of Medical Sciences (2021–2025)



Source: Data collected from the Exam Scrutiny Cell, AIMS, Thrissur

Here is the **graphical analysis** of the MBBS examination results (2021–2025) for Amala Institute of Medical Sciences: **X-axis:** Academic Years and **Y-axis:** Pass Percentage (%). The analysis observed facts are; The MBBS examination results from 2021 to 2025 at Amala Institute of Medical Sciences reveal several notable trends. Phase I and Phase II recorded a significant decline in 2022, likely attributable to academic disruptions caused by external factors such as the COVID-19 pandemic and the transition to the Competency-Based Medical Education (CBME) curriculum. However, Phase II exhibited a remarkable recovery, improving from 64.95% in 2022 to 95.88% in 2025, reflecting the effectiveness of targeted academic interventions and enhanced learner support. Phase III – Part I consistently demonstrated high levels of performance, peaking at 98.91% in 2024, indicating strong student competence and curriculum delivery at the advanced clinical stage. Similarly, Phase III – Part II maintained stable and commendable outcomes throughout the period, with results consistently above 85%, although the final data for 2025 remains pending. These trends collectively highlight the institution’s academic resilience and the progressive strengthening of its medical education framework.



## 3. Analytical Summary

### 3.1 Phase I

- The lowest recorded performance was in 2022 (74%), likely attributable to academic disruptions due to the pandemic and the transition to the Competency-Based Medical Education (CBME) curriculum.
- A progressive and steady recovery followed, culminating in the highest pass percentage of **90.82% in 2025**.
- This indicates significant improvements in foundational medical education and early clinical training.

### 3.2 Phase II

- Marked decline observed in 2022 (64.95%), followed by rapid recovery to **94.51% in 2024** and **95.88% in 2025**.
- The 2025 result represents the **highest performance** in Phase II over the five-year span, reflecting strengthened academic mentoring and curriculum delivery.

### 3.3 Phase III – Part 1

- Consistently strong outcomes, with scores consistently above 88%.
- Peak performance recorded in 2024 (**98.91%**), followed by **97.78% in 2025**, reinforcing the robustness of clinical phase education.

### 3.4 Phase III – Part 2

- High levels of achievement observed, particularly in 2021 and 2024 (96.88% and 97.70% respectively).
- Despite a dip in 2022 (85.71%), performance rebounded effectively.
- Data for 2025 is awaited and is expected to follow the current upward trend.



## 4. Key Highlights

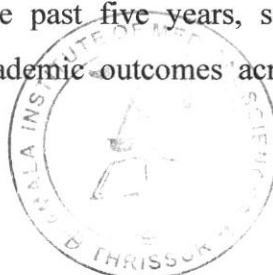
The academic year 2022 emerged as the most challenging period, marked by a noticeable decline in pass percentages across all phases of the MBBS program, likely due to the lingering impact of the COVID-19 pandemic and the transition to the Competency-Based Medical Education (CBME) curriculum on academic continuity. In contrast, the year 2025 stands out as a significant academic milestone, recording the highest cumulative performance across the phases based on the data available to date. Notably, Phase III—comprising the final segments of clinical training—has consistently reflected academic excellence throughout the five-year period, underscoring the institution's success in fostering clinical competence and ensuring student preparedness at the terminal stage of undergraduate medical education.

## 5. Conclusion

The longitudinal analysis of MBBS examination outcomes at Amala Institute of Medical Sciences over the five-year period from 2021 to 2025 presents a compelling narrative of academic growth, institutional adaptability, and an unwavering pursuit of excellence in medical education. Despite encountering significant challenges in 2022—most notably due to the academic disruptions associated with the post-pandemic landscape and the transition to the Competency-Based Medical Education (CBME) curriculum—the institution demonstrated remarkable resilience and strategic foresight. Targeted academic interventions, structured mentorship frameworks, and enhanced learner support systems played a pivotal role in stabilizing performance and fostering student success. The impressive upward trajectory in 2024 and 2025, culminating in record-high pass percentages across several phases, stands as a testament to the collective efforts of faculty, academic leaders, and students. Furthermore, the consistent performance in the clinical phases underscores the institute's strong emphasis on practical competence and clinical readiness. Overall, the findings reaffirm Amala Institute of Medical Sciences' position as a centre of academic excellence, deeply committed to nurturing competent, compassionate, and future-ready medical professionals.

## 6. Action Plan for Improvement

In light of the performance trends observed over the past five years, several strategic recommendations are proposed to further enhance academic outcomes across the MBBS program.



Firstly, there is a need to strengthen academic support mechanisms during the early phases of the curriculum, ensuring a smoother and more confident transition for students from pre-clinical to clinical learning environments.

Secondly, the effective pedagogical and administrative strategies implemented between 2023 and 2025—which contributed significantly to the observed academic resurgence—should be institutionalized and integrated into the core academic framework to ensure long-term stability and consistency.

Thirdly, the Department of Orthopaedics successfully used the Moodle platform (Learning Management System – LMS) to improve teaching and learning. With clear learning objectives, planned timelines, and well-organized digital resources, the department saw better student engagement and academic performance. Moodle helped in delivering content smoothly, made learning materials easy to access, and supported regular assessments. Seeing these positive results, it is suggested that this approach be followed in all departments. A new institutional initiative, tentatively named **“Amala Edge,”** is proposed to bring digital learning into the core of all academic activities at Amala Institute of Medical Sciences.

Additionally, conducting periodic and focused academic audits will be instrumental in identifying and addressing specific areas of underperformance or regression, particularly those noted during previous academic years. Finally, continuous investment in faculty development programs is essential to align teaching methodologies with evolving student learning preferences and to maintain the high standards of instructional delivery expected in contemporary medical education.

## **7. Acknowledgment**

We extend our appreciation to the faculty members, academic coordinators, and administrative staff for their sustained efforts in guiding students and upholding the academic standards of the institution.



## II. MS/MD/DM/Mch Examination Performance Report,2025

### Introduction

The academic performance of postgraduate and super speciality programs serves as a key indicator of the quality of medical education and training imparted at an institution. At **Amala Institute of Medical Sciences, Thrissur**, consistent academic excellence has been a hallmark of its postgraduate education. This report presents a detailed analysis of the examination results for the **Post Graduation (MD/MS)** and **Post Graduation Super Speciality (DM/Mch)** programs over the past three academic years (2023–2025).

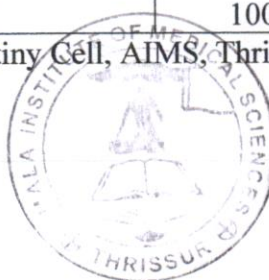
The objective of this analysis is to evaluate trends in student outcomes, identify patterns of academic achievement, and pinpoint areas that may benefit from enhanced academic support. The report includes a year-wise comparison of pass percentages, visual representations of performance trends, and actionable recommendations aimed at further strengthening the academic framework of the institution.

### Result Analysis: 2023–2025

Table 1: Pass Percentage Comparison of Post Graduation and Super Speciality Programs (2023–2025)

Name of the Course	Academic years		
	2025	2024	2023
Post Graduation (MS/MD)	97.96	100	100
Post Graduation Super Speciality (DM/Mch)	100	100	100

Source: Source: Data collected from the Exam Scrutiny Cell, AIMS, Thrissur



The performance was consistent at 100% in 2023 and 2024, but there was a noticeable drop to **90.57%** in 2025. A **decline of approximately 9.43%** in 2025 suggests potential challenges in academic support, student preparedness, or changes in examination standards. It warrants a review of curriculum delivery, assessment patterns, or individual student performance trends. **Post Graduation Super Speciality (2023–2025)** is maintained a **consistent 100%** pass rate. This reflects **excellent academic consistency and support** for Super Speciality programs. Indicates strong faculty engagement, targeted mentoring, and high student competence.

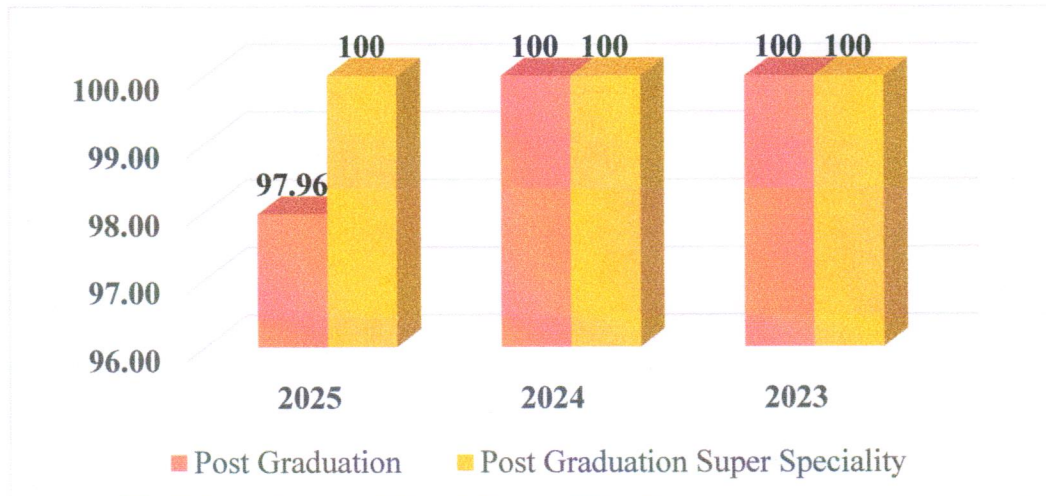
The result trends for Post Graduation (MD/MS) at Amala Institute of Medical Sciences, Thrissur, show consistent academic excellence in 2023 and 2024, with both years achieving a 100% pass rate. However, a notable dip to 90.57% in 2025 indicates a deviation from this trend. This decline, though still reflecting a high level of performance, suggests potential academic or operational challenges. Possible contributing factors could include variations in student preparedness, changes in examination standards, faculty transitions, or differences in departmental performance. A thorough review of the 2025 batch's academic environment and support systems may help identify areas needing reinforcement.

In contrast, the Post Graduation Super Speciality (DM/Mch) programs have maintained a consistent 100% pass rate across all three years, reflecting strong academic leadership, rigorous training, and effective mentoring. This consistency underscores the strength of the program and the effectiveness of its quality assurance mechanisms. The sustained success of the Super Speciality stream presents an opportunity to replicate its best practices—such as structured mentorship, focused evaluations, and faculty engagement—across other postgraduate disciplines to ensure uniform excellence.



## Graphical Analysis

Table1: Pass Percentage Comparison of Post Graduation and Super Speciality Programs (2023–2025)



Source: Source: Data collected from the Exam Scrutiny Cell, AIMS, Thrissur

The chart above presents a comparative bar graph illustrating the result percentages of Post Graduation (MD/MS) and Post Graduation Super Speciality (DM/Mch) programs over three academic years: 2023, 2024, and 2025. The Post Graduation Super Speciality program demonstrated a consistent 100% pass rate across all three years, reflecting the institution's strong academic standards, structured mentoring, and faculty excellence. In contrast, the Post Graduation (MD/MS) program, which also recorded 100% results in 2023 and 2024, saw a decline to 97.96% in 2025. This dip underscores the need for targeted academic interventions and enhanced support mechanisms to maintain uniform performance levels. The graphical data clearly emphasizes both the strength of the Super Speciality programs and the areas of improvement required within the broader postgraduate framework.

### Action Plan for Improvement

To address the observed decline in Post Graduation (MD/MS) results in 2025, it is recommended to conduct a detailed root-cause analysis encompassing internal assessment trends, faculty feedback, and student performance data. This will help in identifying specific

