

Undergraduate Curriculum Report, 2022–2025

Amala Institute of Medical Sciences, Thrissur

Introduction

The past three academic years (2022–2025) have been a period of significant progress and consolidation in the Undergraduate (UG) medical education programme at Amala Institute of Medical Sciences. With a total of **26 UG departments**, the programme has grown into a vibrant academic ecosystem that integrates both disciplinary excellence and interdisciplinary collaboration. As the UG Curriculum Coordinator, my responsibility has been to oversee the structured implementation of the Competency-Based Medical Education (CBME) curriculum, ensure academic quality, foster student growth, and strengthen the balance between academic learning and holistic development. This report outlines the initiatives, achievements, and challenges faced over these three years, encompassing both academic and non-academic spheres of undergraduate medical training.

Academic Achievements

1 Curriculum Implementation

- **Seamless transition to CBME:** Amala Institute of Medical Sciences smoothly transitioned to the Competency-Based Medical Education (CBME) curriculum in 2019, in line with the National Medical Commission (NMC) mandate. The implementation was successfully rolled out across all phases of the MBBS program (Phases I-III), covering pre-clinical, para-clinical, and clinical stages. Continuous monitoring and structured execution ensured full compliance with NMC guidelines, enabling a seamless shift from the traditional curriculum to the CBME model and strengthening the quality of medical education and training.
- **Integrated Teaching:** At the beginning of **Phase 1**, all students underwent a **Foundation Course** designed to introduce them to the medical curriculum,



campus environment, professional ethics, communication skills, and basic clinical exposure. This course laid a strong groundwork for their academic and personal development, helping students adapt smoothly to the rigors of the MBBS programme. Following this, **Integrated Teaching** was actively implemented through **regular horizontal and vertical integration sessions**, promoting collaboration among **pre-clinical, para-clinical, and clinical departments**. These sessions enabled students to connect foundational knowledge with clinical applications, reinforcing interdisciplinary learning, enhancing critical thinking, and preparing students for a seamless transition from classroom learning to clinical practice.

- **Early Clinical Exposure (ECE):** **Early Clinical Exposure (ECE)** was systematically introduced in **Phase I** to familiarize students with the clinical environment from the outset of their MBBS journey. This initiative was further strengthened through **structured hospital postings**, allowing students to observe patient care, interact with healthcare professionals, and apply theoretical knowledge in real clinical settings. To ensure systematic learning and self-reflection, students maintained a **logbook** documenting their clinical experiences, observations, and skills acquired during these postings. ECE, combined with logbook maintenance, helped bridge the gap between classroom learning and practical application, fostering clinical reasoning, professional attitudes, and patient-centered communication skills among students.
- **Skill Development:** The Skill Lab facilities at Amala Institute of Medical Sciences were further strengthened to enhance student training in essential clinical skills, patient safety, and effective communication. Beyond the regular curriculum-based sessions, the lab was utilized by various departments, including Anesthesiology, ENT, and Ophthalmology, to conduct practical sessions as part of their Continuing Medical Education (CME) programs. These specialty-specific sessions provided students with supervised, hands-on exposure to critical procedures in a safe and controlled environment, thereby improving their technical competence and clinical confidence. In addition,



students actively participated in structured research and innovation programmes such as the **Young Innovators Program (YIP)** and the **ICMR Short-Term Studentship (STS)**, which fostered a culture of scientific inquiry, innovation, and evidence-based practice. Together, these initiatives ensured that students not only mastered essential and advanced clinical skills but also developed competencies in research, patient safety, and professional communication, preparing them comprehensively for future clinical and academic responsibilities.

- **Electives:** The **Electives Module** in the MBBS curriculum, introduced under the Graduate Medical Education Regulations (GMER) 2019, provides students with structured opportunities for diverse, immersive, and self-directed learning beyond routine coursework. It consists of two four-week blocks conducted after III MBBS Part I examinations and before III MBBS Part II. Block 1 focuses on pre-/para-clinical disciplines, laboratory sciences, or research projects, while Block 2 emphasizes clinical specialties, super-specialties, and community or rural health clinics. Electives can be pursued in a wide range of subjects such as pathology, microbiology, virology, biochemistry, genetics, molecular biology, immunology, pharmacology, clinical specialties (e.g., emergency medicine, psychiatry, dermatology, pediatrics, intensive care, oncology, cardiology, endocrinology, nephrology, surgery), and community health experiences in rural or urban clinics. The module encourages experiential learning, critical thinking, and exploration of career interests, enabling students to align aspirations with real-world practice. A minimum of 75% attendance and submission of a logbook/portfolio are mandatory, with assessment being formative and based on participation, case work-ups, reflections, and supervisor feedback. Overseen by the Curriculum Committee and faculty preceptors, electives play a key role in fostering professional growth, research aptitude, and holistic development in undergraduate medical education.



2 Assessments & Examinations

- **Formative and Summative Evaluations** at Amala IMS were conducted **uniformly across all phases**, ensuring a consistent and structured assessment approach. Formative evaluations provided **continuous feedback** on students' understanding, practical skills, and professional development, allowing timely identification of learning gaps and targeted remediation. Summative evaluations assessed overall competence at the end of defined modules or phases, ensuring that students met the required academic and clinical standards. Together, these evaluations fostered **reflective learning, skill enhancement, and academic accountability**, supporting students' holistic growth throughout the MBBS programme.
- **Objective Structured Practical/Clinical Examinations (OSPE/OSCE)** were introduced at Amala IMS to ensure **fair, transparent, and competency-based evaluation** of students' practical and clinical skills. These structured assessments allowed students to demonstrate their proficiency in a standardized format, minimizing subjectivity and emphasizing hands-on competence. By focusing on practical application, clinical reasoning, and professional behaviour, OSPE/OSCEs complemented traditional assessment methods and reinforced the institution's commitment to **skill-based, outcome-oriented medical education**.
- To support diverse learning needs, **exam preparation at Amala IMS** was enhanced through **remedial sessions for slow learners** and **advanced sessions for high performers**. Remedial sessions provided focused guidance to strengthen core concepts, clarify doubts, and build confidence, while advanced sessions offered enrichment opportunities to deepen knowledge and analytical skills. This structured approach ensured that all students were well-prepared for assessments, promoted academic excellence, and helped bridge performance gaps, fostering a more inclusive and supportive learning environment. Analysis of **learner performance from 2022-2023 to 2024-2025** highlights progress in practical performance consistently improved, with a notable decline in slow learners across all three subjects. Average learners



remained the majority, while advanced theory learners were limited, indicating a need for further enrichment. Biochemistry theory posed challenges, whereas Anatomy and Physiology showed steady conceptual gains. Overall, the data reflects the positive impact of **mentorship, remediation, and targeted academic support**, while underscoring the importance of initiatives to further enhance opportunities for high-performing students.

3 Faculty Development & Support

- As part of faculty development initiatives, **Curriculum Implementation Support Programmes (CISP)** were systematically organized and attended by faculty members of Amala IMS. The **CISP-1 workshop** was conducted from **3rd to 5th June 2019** at AIMS, Thrissur, with **30 faculty participants** and **Dr. Nirmal Bhaskar, Associate Professor of Paediatric Surgery, Regional Centre Kozhikode**, serving as Observer. Subsequently, the **CISP-2 workshops** were held online at AIMS, Thrissur: the first from **20th to 22nd July 2020** with **5 faculty participants**, and the second from **15th to 16th October 2020** with **30 faculty participants**, both observed by **Dr. Smitha C.A, Associate Professor of Psychiatry, Regional Centre Kozhikode**. Most recently, the **CISP-3 workshop** was conducted offline from **14th to 15th December 2023** at AIMS, Thrissur, with **29 faculty participants**, under the observation of **Dr. Saritha J. Shenoy, Associate Professor of Physiology and Internal Resource Faculty of NC, GMC Kottayam**. These programmes provided structured training and guidance to faculty, ensuring effective implementation of the **Competency-Based Medical Education (CBME) curriculum** in alignment with the directives of the Medical Council/National Medical Commission.
- As part of continuous faculty development, **workshops on innovative teaching-learning methods** such as **Case-Based Learning (CBL), Problem-Based Learning (PBL), and Blended Learning** were organized at Amala IMS. These workshops equipped faculty members with modern pedagogical strategies that promote active learning, critical thinking, and student



engagement. Importantly, **100% of the faculty members have adopted these methods** in their routine teaching practices, ensuring uniform implementation of competency-based medical education and fostering a more interactive, student-centered learning environment.

- Periodic curriculum review meetings were conducted with departmental coordinators more than once every six months to systematically monitor the implementation of the academic program. These meetings provided a structured platform to track student progress across different phases, assess the effectiveness of teaching-learning methods, and ensure alignment with competency-based medical education (CBME) requirements. Faculty and coordinators collaboratively reviewed achievements, identified challenges, and outlined areas for improvement, which led to timely modifications in teaching strategies, assessment practices, and student support systems. This continuous feedback mechanism has helped maintain curriculum quality, relevance, and accountability. The most recent review meeting was successfully conducted on **21st March 2025**.

Non-Academic Initiatives

1. Student Well-being & Mentorship

- As part of the UG curriculum, the **structured mentorship programme** at Amala IMS was further strengthened during the academic year to provide every student with continuous academic, personal, and professional support. Each student has been assigned a **dedicated faculty mentor**, ensuring individualized guidance throughout the MBBS journey. To systematize the process, a **mentor-mentee list** has been prepared and regularly updated, and a **mentoring diary** is maintained to document meetings, discussions, and progress. The programme not only helps students address academic challenges but also supports emotional well-being, career planning, and personal development. By fostering a culture of openness and approachability, the mentorship initiative has strengthened **faculty-student**



relationships and contributed to the overall holistic growth of the students.

- In addition, **counselling services were expanded** to help students effectively manage stress, improve time management skills, and enhance emotional well-being. To better understand the needs of students, a **psychometric analysis** was conducted for UG students, offering valuable insights into their learning styles, coping mechanisms, and personal challenges. Together, these initiatives fostered closer faculty–student bonding, supported holistic growth, and created a healthier, more supportive academic environment.
- As part of the UG curriculum, the **structured mentorship programme** at Amala IMS was further strengthened to provide continuous academic, personal, and professional support for every student. Each student was assigned a **dedicated faculty mentor**, with a **mentor–mentee list** and **mentoring diary** systematically maintained to monitor progress and document interactions. **Peer-support groups** were actively encouraged, especially during the transition from the **pre-clinical to clinical phases**, enabling students to share experiences, discuss challenges, and develop practical coping strategies in a supportive environment. In addition, **counselling services were expanded** to address stress, time management, and emotional well-being, and a **psychometric analysis** was conducted to understand individual learning styles and personal challenges. These initiatives collectively fostered holistic growth, closer faculty–student and peer bonding, and academic resilience. Notably, the **learners’ analysis report** revealed a **reduction in the number of slow learners in Phase 3 Part 2** compared to Phase 1, highlighting the effectiveness of mentorship, peer support, and counselling interventions.



2. Extracurricular & Cultural Engagement

- Students of Amala IMS actively participated in **institutional celebrations**, including **Onam, Christmas, and the Annual Day**, showcasing their talents in cultural performances, music, dance, and other creative activities. Remarkably, **100% of students took part**, reflecting not only their enthusiasm but also their ability to work collaboratively, demonstrate team spirit, and contribute to the vibrant campus culture. These events provided a platform for holistic development, fostering creativity, confidence, and camaraderie among students.
- The institution actively encouraged and supported student participation in state- and national-level intercollegiate fests, leading to several notable achievements. Students earned recognition across platforms such as **Tharang**, the institutional arts fest, and **Paray**, the central KUHS arts festival, excelling in cultural and literary events. Beyond the arts, they also demonstrated academic and professional excellence in prestigious forums like **Euphoria, Connaissance - the OBG Symposium**, and **Concordium - a national conference**, where they presented papers, participated in competitions, and gained valuable exposure to advancements in medical education and practice. Parallel to these achievements, **literary clubs, debate forums, and music and theatre groups flourished under active undergraduate involvement**, creating a vibrant campus culture. These platforms provided opportunities for students to express creativity, critical thinking, and artistic talents while fostering teamwork, leadership, and communication skills. Regular activities such as debates, poetry recitals, theatrical performances, and musical events enriched campus life and offered personal growth, stress relief, and holistic development alongside rigorous academics, reflecting the institution's commitment to nurturing well-rounded professionals.



3. Sports & Physical Fitness

As part of the UG curriculum, Amala IMS students actively showcased their sporting talents in intercollegiate tournaments, excelling in football, cricket, athletics, and badminton. A proud highlight was the **C Zone Competition** held on **18–19 November 2024** at **CNS Auditorium, Ottapalam**, organized by **Seventh Day College of Nursing** under the leadership of **KUHS**, where **22 students secured prizes** – with the women’s team bagging **2nd place** and an **individual securing 1st place**, while the men’s category fought with spirit. The **Annual Sports Meet** further added vibrancy by fostering physical fitness, camaraderie, and a culture of healthy competition among students.

4. Community Engagement

- The institution has actively engaged in a wide range of community-oriented health initiatives, combining public service with medical education. A total of 45 community health awareness programmes were conducted in 2023, 72 in 2024, and 37 in 2025, focusing on preventive health, hygiene, maternal and child health, and lifestyle-related conditions. In addition, community health camps were organized to provide screening, consultations, and essential medical care, with 74 camps in 2023, 67 in 2024, and 22 in 2025. The institution also regularly organized blood donation drives and vaccination awareness programmes, fostering a culture of health promotion and social responsibility. Furthermore, students were posted in rural communities, enabling them to gain firsthand experience of grassroots health challenges while contributing meaningfully to improving rural healthcare delivery.
- The institution has successfully observed all designated national and international health days each year, including World Health Day, World Mental Health Day, Anti-Tobacco Day, World AIDS Day, Breastfeeding Week, and others, through student-led initiatives. In **2023**, activities included awareness rallies, poster presentations, street plays, and seminars that highlighted major public health themes. In **2024**, the observances expanded



with intercollegiate competitions, panel discussions, and community outreach programmes conducted in collaboration with local health authorities. In **2025**, despite a reduction in large-scale events due to institutional constraints, all mandated health days were successfully conducted with focused awareness drives, interactive sessions, and community-based activities. Each year's observances were designed and executed primarily by students under faculty guidance, ensuring both community health promotion and the development of leadership, organizational, and advocacy skills among medical students.

- Participation in **Swachh Bharat and environmental initiatives**, strengthening social responsibility. The undergraduate curriculum (2022–2025) integrated **Swachh Bharat Abhiyan** and environmental initiatives to social responsibility among students. Regular campus and community cleanliness drives, waste segregation campaigns, and tree plantation programs were conducted with active student participation. An **Eco Club**, initiated for both students and faculty, further strengthened these efforts by coordinating awareness activities, sustainability projects, and green campus practices. Students also engaged in rallies, workshops, and research on environmental themes, thereby linking academic learning with social outreach. Overall, the programs nurtured graduates as responsible citizens committed to cleanliness, sustainability, and nation-building.

Special Highlights (2022–2025)

- Academic Excellence
- Smooth and complete transition to CBME curriculum with full NMC compliance.
- OSPE/OSCE introduced for fair, skill-based assessment.
- Decline in slow learners across all phases due to effective mentorship and remedial support.
- Students secured ICMR-STs and Young Innovators Programme (YIP) projects.



- Faculty Development
- CISP-3 workshop (2023) successfully conducted with 29 participants.
- 100% faculty adoption of innovative pedagogy (CBL, PBL, Blended Learning).
- Student Well-being & Mentorship
- Structured faculty mentorship programme and psychometric analysis introduced.
- Peer-support groups strengthened transition from pre-clinical to clinical phases.
- Extracurricular Achievements
- 100% participation in institutional cultural events.
- Major wins in KUHS arts festival (Paray), Euphoria, and Concordium (national conference).
- C Zone Sports Competition (2024): Women's team secured 2nd place; one student won 1st place.
- Community Engagement
- Conducted 184 community health camps (2023–2025).
- Organized 154 health awareness programmes over three years.
- Active observance of national and international health days with student-led initiatives.

Challenges Faced

- Balancing **academic rigor with student well-being**, especially during high-stakes exam periods.
- Ensuring **uniform adoption of CBME principles** across all departments.
- Addressing the **needs of academically diverse learners** with tailored remedial and enrichment programmes.
- Limited exposure to **simulation-based training and digital platforms**, requiring further expansion.



Roadmap Ahead (2025 and beyond)

- **Strengthen e-learning and simulation modules** for clinical skill development.
- Introduce **structured student research opportunities** from Phase I onwards.
- Expand **interdisciplinary electives** to foster innovation and leadership.
- Enhance focus on **student wellness, resilience, and professionalism**.
- Strengthen ties with **community health initiatives**, giving students real-world exposure to public health challenges.

Conclusion

The period **2022-2025** has been one of growth, adaptation, and achievement for the Undergraduate MBBS programme at Amala Institute of Medical Sciences. With steady implementation of CBME, continuous improvement in academic and non-academic arenas, and active collaboration between students and faculty, the UG programme has advanced towards producing **competent, compassionate, and socially responsible doctors of tomorrow**.




Certification


This report has been reviewed and submitted for Internal Quality Assurance Cell and Academic Planning.


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