Kerala University of Health Sciences, Thrissur
Academic Staff College

Report of the "Ayurveda Competency Based Dynamic Curriculum: Enhancing Assessment & Evaluation Skills for Ayurveda Faculty"
4th & 5th December 2025

Introduction

The National Commission for Indian System of Medicine (NCISM) has implemented the Outcome Based Dynamic Curriculum (CBDC) for Postgraduate Ayurveda Education to create competent and reflective physicians, teachers, and researchers. The curriculum focuses on competency mapping, formative and summative evaluation, experiential learning, and continuous portfolio-based assessment. However, the implementation of this curriculum faces practical challenges at the institutional level. Faculty members struggle with conducting experiential learning, maintaining uniform logbooks, and managing assessments within short semesters. Additionally, most postgraduate teachers handle both UG teaching and clinical responsibilities, leaving limited time for structured formative assessment and feedback.

To address these issues, the Dean Faculty of Ayurveda, Siddha and Unani, KUHS, proposed a two-day faculty training programme aimed at strengthening the faculty's understanding and practical capacity in implementing and evaluating the OBDC. The goal is to ensure uniform academic and assessment practices across all Ayurveda PG departments under KUHS.

Title

"Outcome Based Dynamic Curriculum: Implementation and Evaluation in Ayurveda PG Education"

Objectives of the Programme

• To orient postgraduate Ayurveda faculty to the philosophy, structure, and expected outcomes of the Outcome-Based Dynamic Curriculum (OBDC) prescribed by NCISM.

• To equip teachers with practical strategies for curriculum implementation within limited semester durations, balancing academic, clinical, and administrative responsibilities.

• To build faculty competence in planning and conducting Experiential Learning (EL) - converting theoretical concepts into structured, measurable learning experiences.

• To standardize logbook and portfolio documentation across departments, ensuring uniformity in recording competencies, reflections, and formative assessments.

• To develop skills in formative and summative evaluation, including modular assessment, MGP calculation, and SGPA integration as per KUHS guidelines.

• To promote reflective and outcome-oriented learning and feedback culture among teachers and postgraduate students in Ayurveda education.

Duration: 2 Days

Dates: 4th & 5th December 2025

Venue: Academic Staff College, KUHS, Thrissur

Participants: 35 (Postgraduate Ayurveda Faculty from 14 Specialties)

Resource Persons: 6

Proposed Budget

Sl. No:	Item	Unit amount	Total for 10 Programs
1	Resources Persons Honorarium	6x2x4000	48000
2	Food & Refreshments	180x45x2	16200
3	Resource Persons TA	6x 2500	15000
4	File & Stationery	1000	1000
5	Contingency	5000	5000
6	Total		*85200*

Training Schedule

Day-1: 4th December 2025
Theme: Assessment Design & Planning

Time	Session Title	Focus / Learning Outcome	Resource Person[s]
08:45 – 09:15	Registration & Pre-Test	Participant registration and baseline quiz	ASC Team
09:15 – 09:35	Inauguration	Address by VC/PVC/Registrar/Dean Faculty/Director ASC	University Dignitaries
09:35 – 09:50	Ice-Breaking & Programme Overview	Introduction of participants; programme objectives	Programme Coordinator Dean Faculty ASU
09:50 – 10:10	*Tea Break*		
10:10 – 01:00	Session 1 & 2 – Crafting Effective MCQs for CBDC Assessment	Structure and types of MCQs; linking to competencies and Bloom's taxonomy; hands-on framing and review of questions	Dr .Sajith Kumar
01:00 – 01:45	*Lunch Break*		
01:45 – 03:15	Session 3 – Item Analysis and MCQ Quality Improvement	Difficulty index, discrimination index, distractor analysis; refining question banks	Dr .Sajith Kumar
03:15 – 03:30	**Tea Break**		
03:30 – 05:00	Session 4 – Formative & Summative Assessment in CBDC (SAQ/LAQ)	Framing competency-linked SAQ/LAQ; applying Bloom's taxonomy; using rubrics for marking	Dr .Sajith Kumar

Day 2: 5th December 2025
Theme: Teaching Innovation, Clinical Assessment & Documentation

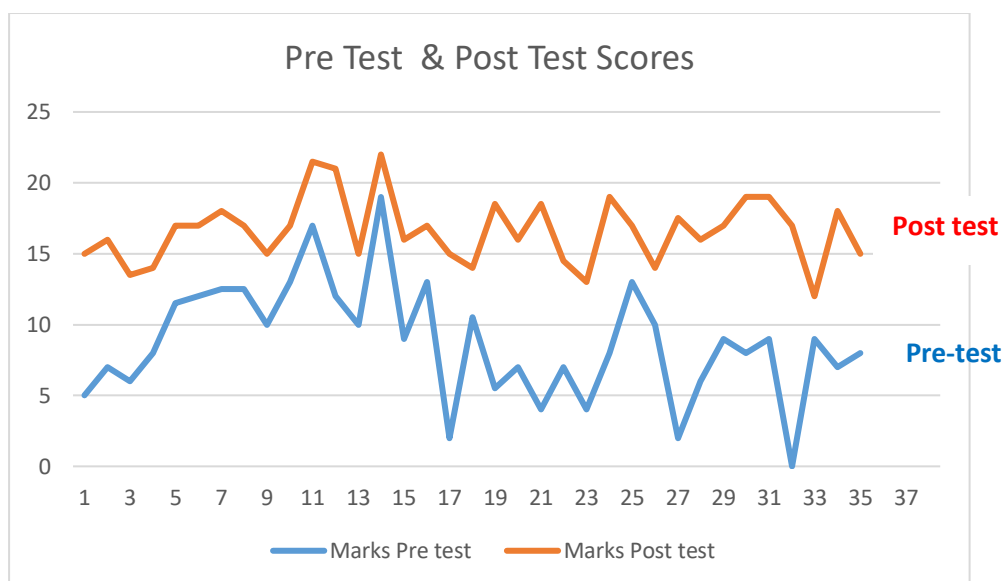| Time	Session Title	Focus / Learning Outcome	Resource Person
09:00 – 11:00	Session 5 – Innovative Teaching–Learning Methods in ASU Education	Exploring problem-based, case-based, and simulation-based learning; integrating digital pedagogy and microteaching	Dr. Vinod Kumar M.V., Professor, VPSV Ayurveda College, Kottakkal
11:00 – 11:15	**Tea Break**		
11:15 – 01:00	Session 6 – Assessment through OSPE and OSCE	Demonstration and hands-on training on structured practical/clinical evaluation formats in CBDC	Dr. Radhika Rani R.K., Professor, Govt. Ayurveda College, Thiruvananthapuram .
01:00 – 01:45	**Lunch Break**		
01:45 – 03:00	Session 7 – Mapping Competencies to Assessment Methods	Identifying competencies within topics and selecting appropriate theory and practical assessment tools	Dr. Binil P.B., Professor, VPSV Ayurveda College, Kottakkal.
03:00 – 03:15	**Tea Break**		
03:15 – 04:45	Session 8 – Logbook Maintenance, Feedback & Digital Tools for CBDC	Design and demonstration of student logbooks, digital documentation, feedback mechanisms, and QR-based attendance systems	Dr. Deepa M.S., Professor, Govt. Ayurveda College, Thiruvananthapuram
04:45 – 05:00	Valedictory & Feedback	Post-test summary, participant feedback, and certificate distribution	Director ASC / Dean Faculty ASU

Note:

- Sessions included interactive discussions, live demonstrations, and participant reflections.
- All faculty members were encouraged to bring laptops / tablets for digital tool demonstration.
- Feedback will be collected digitally at the end of each day.

List of Participant Faculty Members

1. ABDUL SUKKUR M
2. AISWARYA KRISHNA
3. LEKSHMI P S
4. LAKSHMI N MENON
5. SREEPARVATHY R
6. ANILA M K
7. VANDANA A
8. ANUSREE S B
9. V.K.V..BALAKRISHNAN.
10. M.N.JAYASREE
11. ANANDALAKSHMY K N
12. SHITHA THOMAS
13. SUNIL JOHN THYKKATTIL
14. MINI.P
15. REENU MATHEW
16. AYSHATH M
17. VISHNU C P
18. DIVYA K
19. BINEESH E P
20. SARANYA K
21. SHAJI K
22. AMRUTHA .C
23. JANANI REMYAPRABHA JNANA THAPASWINI
24. MANJU P S
25. SNITHA RANJANA K
26. SNEHA. M.S
27. HARI R
28. ANEESH M S
29. AMRUTHA ELAMON
30. NIKHIL NEELAKANDHAN. E.U
31. NIMMY V S
32. G NAGABHUSHANAM
33. RESHMA RAMAKRISHNAN
34. MITHUN C K
35. ANUSREE M

Pre and Post Test Score

Pre Test & Post Test Scores

Post test

Pre-test

Marks Pre test   Marks Post test

Conclusion

The two-day program went on well as scheduled. Total 35 participants from different affiliated Ayurveda Colleges of KUHS attended the program. The program was inaugurated by the Pro-Vice Chancellor, Prof Dr. C.P. Vijayan. Prof. Dr.Sajith Kumar, Visiting Professor felicitated the gathering. Dr. V.V.Unnikrisnan welcomed the audience and Prof Dr. Deepa, Dean, Faculty of ASU proposed the vote of thanks. The participants had hands on training on how to guide the PG students in research. Also had hands on training on Assessment Design, Clinical Assessment & Documentation, Planning Teaching Innovation in curriculum

Glimpses of the Program

Dr. Deepa , Faculty Dean ASU

Dr. C.P. Vijayan, Pro-Vice Chancellor

Group Photograph

Annexure

Two-Day Training Programme on "Ayurveda CBDC: Enhancing Assessment and Evaluation Skills for Ayurveda Faculties" on 4th and 5th December 2025
Pre and Post Test Tool

Section A – Single Best Response Type
(Encircle the most appropriate answer)
1. What is the most important quality of an educational objective?

    A) Objectivity

    B) Reliability

    C) Relevance

    D) Validity

2. Which method has the least teacher–learner interaction?

    A) Bedside clinic

    B) Practical work

    C) Symposia

    D) Lecture

3. "Using the syringe, take a blood sample of 5 ml from the cubital vein of an adult."
This statement indicates which type of educational objective?
        A) Institutional objective
        B) Departmental objective
        C) Specific instructional objective
        D) Curricular objective

4. Psychomotor skills are best developed by:
        A) Videos in large group
        B) Handouts followed by videos
        C) Large group role plays
        D) Small group demonstrations

Section B – Answer in One Sentence

5. To teach a class of 10 students CPR, which method can be used?
        Answer: _____

6. Mention one advantage of Problem-Based Learning.
        Answer: _____

7. Expand SLO.
        Answer: _____

8. List any two parts of an MCQ.
        Answer: _____

9. Mention three factors affecting learning.
        Answer: _____

10. List two advantages of OSCE over conventional evaluation.
        Answer: _____

11. Enumerate the three domains of knowledge.
        Answer: _____

12. Enumerate two teaching media not dependent on electricity.
        Answer: _____

Section C – True or False
(Write T for True and F for False)

13. OSPE is a performance assessment. ___

14. Specific instructional objectives are observable but not measurable. ___

15. Affective domain deals with acquisition, recall and development of intellectual skills. ___

16. Summative evaluation is carried out frequently and provides adequate feedback to the teacher and learner. ___

17. Prescribed competencies are to be developed by individual departments. ___

18. Feedback and reflections are methods to evaluate teacher performance. ___

Section D – Complete the Following

19. Two teaching methods suited for small groups include: _____ and _____

20. Evaluation done during the course of a programme is _____.

21. Micro-teaching is a method used to evaluate _____.

22. Sandwich method is applied for a type of _____.

23. OMP stands for _____.

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