

F. Aligned & Integrated Teaching

The Competency Based Undergraduate Curriculum emphasises on aligned and integrated teaching that is learner-centric. Purpose of alignment and integration is to eliminate redundancy and to reinforce through providing context and clear concepts.

Features:

- Teaching / learning shall occur through organ system or disease blocks in order to align integration.
- Integration shall be done with the subjects taught in the same phase (Horizontal integration or Alignment) or with the subjects taught in different phases (Vertical integration).
- Alignment shall occur through sharing, correlation or nesting.
- For an Aligned and Integrated Topic, sharing, correlation, nesting, integrality, use of linker shall be used to improve the understanding of relevance and correlation.
- 25% of allotted time of third professional shall be utilised for integrated learning with pre- and para- clinical subjects and shall be assessed during the clinical subjects examination. This allotted time will be utilised as integrated teaching by para-clinical subjects with clinical subjects.
- Dean and Chairman of the Curriculum Committee shall be responsible for the overall development and implementation of the aligned and integrated curriculum.
- Dean and the chairman of Curriculum Committee shall appoint a committee for each alignment and integration topic. This committee shall review the competencies and assign them to different phases, develops learning objectives, learning methods and assessment methods, leases with curriculum sub-committee to create time for the topic in the calendar and provides implementation support.
- Assessment: Shall be subject-based, although, phase-appropriate correlation shall be tested.