



JSS Academy of Higher Education and Research, Mauritius

**Bachelor of Medicine, Bachelor of
Surgery
(MBBS)**

Programme Handbook

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Part A

Programme Hand-book

A. Programme Information

The JSSAHERM MBBS programme is based on the CBME (Competency Based Medical Education) as proposed by the Medical Council of India and followed by JSS AHER, Mysuru, the parent institution of JSSAHERM. The Program will be run over a period of 5 years, in three phases, Professional I (Pre-clinical, 1 year, 2 semesters), Professional II (Para-clinical, 1.5 years, 3 semesters), and Professional III (Clinical, 2.5 years, 5 semesters) - in 3 Parts, Part 1, Part 2, and Part 3, as follows:

PROFESSIONAL I - PRECLINICAL (I MBBS) – 2 SEMESTERS

Subjects:

1. Anatomy
2. Physiology
3. Biochemistry
4. Communication skills including French and Kreol Morisien
5. *Introduction to Community Medicine*

PROFESSIONAL II - PARA CLINICAL (II MBBS) – 3 SEMESTERS

Subjects:

1. Pharmacology
2. Microbiology
3. Pathology
4. Forensic Medicine and Toxicology
5. Introduction to clinical subjects including Community Medicine
6. Clinical postings – Ophthalmology, Otorhinolaryngology, Pediatrics, Orthopedics
7. General Medicine, Dermatology and Venereology and Leprosy, Obstetrics and Gynaecology, General Surgery, and Anesthesiology

PROFESSIONAL III - CLINICAL (III MBBS) – 5 SEMESTERS

Subjects:

Part I (2 Semesters): Medicine and allied Subjects

1. Community Medicine
2. Ophthalmology
3. Otorhinolaryngology
4. Paediatrics
5. General Medicine
6. Orthopaedics
7. Psychiatry
8. Obstetrics and Gynaecology
9. Casualty
10. Radio Diagnosis
11. Radio Therapy
12. Dentistry

Part II (1 Semester): Surgery and allied Subjects

1. Paediatrics
2. Orthopaedics
3. General Medicine
4. Dermatology and Venereology and Leprosy
5. General Surgery
6. Obstetrics and Gynaecology
7. Entrepreneurship for medical students

Part III (2 Semesters): Surgery and Allied Subjects (contd.)

1. General Medicine
2. Dermatology and Venereology and Leprosy
3. General Surgery
4. Psychiatry
5. Obstetrics and Gynaecology

6. Respiratory Medicine
7. Casualty

Internship

The course of five years will be followed by a compulsory rotating internship for the purpose of registration. The students shall do their internship in their respective country of origin on their own **or** as required by the respective councils.

Professional registration

After the Internship, the graduates can register in the country of their domicile by meeting the requirements of their respective professional regulatory body.

A Communication Skills module including French and Kreol Morisien has been included. Furthermore, references have been made to Mauritian laws and policies where appropriate in the curriculum.

The target groups for recruitment of students are mainly India, Africa and Mauritius. The intention is to have a Medical School of 100 seat capacity.

B. Programme Aims and Objectives

The programme aim is to provide learning opportunities enabling medical students to acquire fundamental knowledge, develop basic skills, and appreciate principles relevant to health care in the context of the individual and the community.

This degree will equip graduates with a medical qualification enabling them to take on the roles and responsibilities of a medical doctor entering a pre-registration training, internship, or international equivalent, as per the requirements of the Medical Council of Mauritius and other equivalent medical regulatory bodies throughout the world.

Employment Prospects:

- Medical Practitioner
- Medical Consultant
- Researcher
- Academician
- Medical Writing
- Entrepreneur
- Medical journalism

C. Programme Objectives

Medical graduates of JSSAHERM should be able to;

- a. Achieve competence in the practice of holistic medicine, encompassing promotive, preventive, curative and rehabilitative aspects of common diseases.
- b. Develop scientific temper, acquire educational experience for proficiency in the profession and promote healthy living.
- c. Become exemplary citizen by observance of medical ethics and fulfilling social and professional obligations, so as to respond to national aspirations.
- d. Achieve competence to build sustainable, profitable, healthcare ventures that generate jobs, and attract investors.

Medical graduates should also;

- a. Be competent in the diagnosis and management of common health problems of the individual and the community, commensurate with his/her position as a member of the health team at the primary, secondary or tertiary levels, using his/her clinical skills based on history, physical examination and relevant investigations.
- b. Be competent to practice preventive, promotive, curative, and rehabilitative medicine in respect to the commonly encountered health problems.
- c. Appreciate the rationale for different therapeutic modalities; be familiar with the administration of the "essential drugs" and their common side effects.
- d. Be able to appreciate the socio-psychological, cultural, economic, and environmental factors affecting health and develop a humane attitude towards the patients in discharging one's professional responsibilities.
- e. Possess the attitude for continued self-learning and to seek further expertise or pursue research in any chosen area of medicine.
- f. Be familiar with the basic factors which are essential for the implementation of the National Health Programs including practical aspects of the following:
 - Family Welfare and Maternal and Child Health.
 - Sanitation and water supply.
 - Prevention and control of communicable and non-communicable diseases.
 - Immunization.
 - Health Education.
- g. Acquire basic management skills in the area of human resources, materials and resource management related to health care delivery.
- h. Be able to identify community health problems and learn to work to resolve these by designing, instituting corrective steps and evaluating the outcome of such measures.
- i. Be able to work as a leading partner in health care teams and acquire proficiency in communication skills.
- j. Be competent to work in a variety of health care settings.
- k. Have personal characteristics and attitudes required for professional life, such as personal integrity, sense of responsibility and dependability, and ability to relate to or show concern for other individuals.
- l. understand and provide preventive, promotive, curative, palliative and holistic care with compassion.
- m. Be able to lead health care team and system with capabilities to collect, analyze, synthesize and communicate health data appropriately.
- n. Be able to communicate with patients, families, colleagues and community.
- o. Be committed to continuous improvement of skills and knowledge.
- p. Be committed to excellence, is ethical, responsive and accountable to patients, community and profession.
- q. Analyze and identify unmet clinical needs: Using the design thinking process, students will be able to analyze a clinical/community setting to identify, define, and justify at least one significant unmet need or problem in patient care or healthcare delivery.
- r. Develop a value proposition and business model: Given an identified clinical need, students will be able to articulate a clear and compelling value proposition and develop a basic entrepreneurship model that considers stakeholders, market feedback.
- s. Evaluate intellectual property (IP) and regulatory pathways: Students will be able to evaluate the basic principles of intellectual property protection (e.g., patents) and describe the fundamental regulatory pathways relevant to a new medical technology or device.
- t. Create a strategic pitch presentation: Working in interdisciplinary teams, students will be able to create and deliver a persuasive, concise pitch presentation that effectively communicates a business idea to a panel of mentors or mock investors.

The following objectives of the program should be achieved by acquiring in-depth knowledge & thorough understanding, necessary skills, and developing the right attitude. Therefore, they are categorized into following heads.

(a)Knowledge and Understanding

1. Adequate knowledge and scientific information regarding basic principles of Medicine and Surgery
2. Adequate knowledge of practical aspects of Drug actions and interactions
3. Adequate Knowledge of Adverse Drug reactions
4. Patient management
5. Clinical studies for patient counselling leading to the physical and social well-being of the patients

(b)Skills

1. Able to handle and prescribe patients based on medical conditions
2. Able to access the needs of the patients
3. Counselling the patients
4. Handling Adverse drug reactions

IAttitude

1. Uplift the profession
2. Demonstrate personal/professional development, through ongoing self-directed learning and self-reflection
3. Demonstrate sensitivity and responsiveness to culture, race/ethnicity, age, socioeconomic status, gender, sexual orientation, spirituality, disabilities, and other aspects of diversity and identity
4. Respond to the needs of patients and society, superseding one's own self-interest
5. Advocate for access to necessary medications, devices and services for all patients
6. Practice ethically, including maintaining patient confidentiality, responding to errors in care and professional misconduct
7. Demonstrate a commitment to caring for and advocating for all patients, including the underserved and/or those populations disproportionately affected by disease
8. Demonstrate respect, compassion, integrity, accountability and dependability while interacting with patients, families, and other health professionals

D. Overall Programme Learning Outcomes

The Bachelor of Medicine, Bachelor of Surgery (MBBS) programme will enable students to:

1. Demonstrate knowledge of normal human structure, function and development from a molecular, cellular, biologic, clinical, behavioural and social perspective.
2. Demonstrate knowledge of abnormal human structure, function and development from a molecular, cellular, biological, clinical, behavioural and social perspective.
3. Demonstrate knowledge of medico-legal, societal, ethical and humanitarian principles that influence health care.
4. Demonstrate knowledge of national and regional health care policies, including health economics, health promotion, health care delivery, disease prevention, effectiveness, responsiveness, quality and patient safety.
5. Demonstrate ability to elicit and record from the patient, and other relevant sources including relatives and caregivers, a history that is complete and relevant to disease identification, disease prevention and health promotion.
6. Demonstrate ability to elicit and record from the patient, and other relevant sources including relatives and caregivers, a history that is contextual to gender, age, vulnerability,

social and economic status, patient preferences, beliefs and values.

7. Demonstrate ability to perform a physical examination that is complete and relevant to disease identification, disease prevention and health promotion.
8. Demonstrate ability to perform a physical examination that is contextual to gender, social and economic status, patient preferences and values.
9. Demonstrate effective clinical problem solving, judgment and ability to interpret and integrate available data in order to address patient problems, generate differential diagnoses and develop individualized management plans that include preventive, promotive and therapeutic goals.
10. Maintain accurate, clear and appropriate record of the patient in conformation with legal and administrative frame works.
11. Demonstrate ability to choose the appropriate diagnostic tests and interpret these tests based on scientific validity, cost effectiveness and clinical context.
12. Demonstrate ability to prescribe and safely administer appropriate therapies including nutritional interventions, pharmacotherapy and interventions based on the principles of rational drug therapy, scientific validity, evidence and cost that conform to established national and regional health programmes and policies for the following:
 - a. Disease prevention,
 - b. Health promotion and cure
 - c. Pain and distress alleviation
 - d. Rehabilitation.
13. Demonstrate ability to provide a continuum of care at the primary and/or secondary level that addresses chronicity, mental and physical disability.
14. Demonstrate ability to appropriately identify and refer patients who may require specialized or advanced tertiary care.
15. Demonstrate familiarity with basic, clinical and translational research as it applies to the care of the patient.

E. Entry Requirements

Mauritian Candidates General Entry Requirements

JSSAHERM will follow the admission requirements of Higher Education Commission (HEC) for tertiary education level program. The Faculty of Health Sciences, on a case-to-case basis, will make admission decisions.

Candidates must have:

Either

- F. Pass in 3 Subjects at A-level and 1 subject at subsidiary level of Higher School Certificate Examination**
or
- II. Pass in 3 Subjects at A-level at the London General Certificate Examination;**
or
- III. A qualification equivalent to the above**

As per the Medical Council Act 1999

Candidates must have passed at one sitting any 3 subjects at Advanced ('A') level (or its equivalent), with a minimum of 21 points.

Overseas Candidates

Candidates from overseas must also satisfy the entry requirements of the relevant body governing undergraduate medical education in their own country. (e.g., India –NEET UG qualified.)

Overseas candidates whose first language is not English and who do not hold an equivalent qualification taught in English will be required to produce evidence of their competencies in English.

Program Entry Requirements prescribed by JSSAHERM

‘A’ level in any science subject as approved by Board of Studies.

F. Fee Structure/breakdown

Fees are Payable on an annual basis prior to the start of the academic year

		USD
Tuition Fees	Non-refundable	12,000 per annum
Registration Fees	Non-refundable	500 per annum
Examination fee	Non-refundable	250 per annum
Accommodation Charges	Non-refundable	1,200 per annum
Food Charges	Non-refundable	1,000 per annum
Caution Deposit	Refundable	1,000 One Off

Except for caution deposit, all fees are payable on annual basis prior to the start of the academic year. Caution deposit is payable prior to start of programme.

Refund Policy:

Tuition fees are not refundable except in special circumstances on a limited number of grounds, which are as follows:

A refund of 50% of the full semester tuition fees paid is considered for students

- having for some reason made the wrong choice or
- who realize that they are unable to cope with the regime of higher studies or
- on medical, family, or other acceptable grounds

provided that the application for refund is made to the Management within the first thirty working days of the start of the programme. No refund will be made if a lesser amount has been paid.

There is no refund for the accommodation charges. Food charges may be refunded on a pro-rata basis by giving one-month notice. Caution deposit is refundable at the end of the programme.

G. Programme Mode and Duration

(i)	Delivery mode	Full Time
(ii)	Delivery Type	Face to face contact
(iii)	Duration (minimum and maximum) in terms of years, and contact hours	Full time: Minimum 5 years– Maximum 8 years 6355 Hours
(iv)	Number of semesters	Full time: Minimum 10 Semesters–Maximum 16 Semesters

The MBBS programme will be on a fulltime mode and will run over five years (10 semesters) and will consist of total 6355 hours of Face-to-face Teaching & Learning activity of theory, Practical/clinical teaching & training covering different subjects. This will be followed by compulsory rotatory internship of one year. The MBBS course is divided in to three phases, viz., Pre-clinical, Para-clinical and Clinical Phase, as shown in **paragraph A above**.

The programme will be minimum duration of 5 years (10 Semesters) and a maximum of 8 years (16 Semesters)

H. Teaching and Learning Strategies

The programme will consist of a wide variety of teaching methods, including lectures, tutorial and practical sessions, individual or group projects, assignments, presentations, workshops, seminars and case studies. The programme will also consist of class tests, structured discussions, self-development activities, hospital placement, and ward rounds. Self-learning will be the key feature of the programme, enabling students to explore, investigate and research in various issues related to Medicine.

The following principles aim to guide excellence in learning and teaching practices, while recognizing that effective learning and teaching involves a partnership between students and the institution:

- a) Creating an engaging, motivating, and intellectually stimulating learning environment and experience.
- b) Encouraging the spirit of critical inquiry and creative innovation informed by current research.
- c) Emphasizing the importance, relevance, and integration of theory and knowledge with professional practice to develop solutions to real world issues.
- d) Providing learning experiences that develop inter-culturally capable graduates who can make a difference as socially and ethically responsible global citizens.
- e) Valuing and recognizing individual and cultural diversity through the provision of an inclusive context of support and respect for all students.
- f) Enhancing student engagement and learning through effective curriculum design, pedagogy and assessment strategies.
- g) Continuously improving teaching practice through academic staff professional development, and critical reflection informed by a range of evaluation approaches.;
- h) Conducting evaluation (feedback) exercises, through which the students will be encouraged to give their view and rate the teaching quality of each lecturer – The feedback survey forms would be analysed and reports would be generated. Appropriate measures would be taken to improve weaknesses and shortcomings; All feedback survey forms would be securely kept for verification and consultation as and when required; The feedback exercise will be conducted every semester before the end of courses to ensure that students' views are appropriately taken care prior to their sitting for examinations;
- i) Conducting Performance Appraisal exercises for all teaching and non-teaching staff members; This exercise allows the institution to find room for improvement, evaluate the staff's opportunities for promotion and to channel staff members for training and development as learning is an on-

going process not only students but for lecturers and other staff members also.

JSS Academy of Higher Education and Research, Mauritius considers feedback from students as vital and has established a student feedback form for each module being taught every semester. The criterion under which a course will be evaluated is as follows:

- a) Knowledge of the lecturer related to the subject;
- b) Coverage of the syllabus – Was the syllabus covered completely and thoroughly or was any topic not covered;
- c) Delivery of lecturer or demonstration for practical;
- d) Discipline in class (theory and practical) – Did the lecturer have control over his batch of students;
- e) Interaction in class – Did the lecturer invite students to participate in class?
- f) Audibility of voice – Did the lecturer express himself clearly and could all students hear / understand when he/ she explained?
- g) Explanation and emphasis on important points – Was the subject being explained with respect to the syllabus and were important points highlighted? Did the lecturer make use of relevant examples to support the explanations?
- h) Evaluation of subject notes or learning materials being provided to students – clarity, conciseness and relevance;
- i) Infrastructure being given for the subject being taught – classroom quality (clarity of white board, aeration, LCD and multimedia projector equipment, etc.)
- j) Evaluation of practical sessions – laboratories, equipment, safety, knowledge of the lecturer, etc.;
- k) Information being given students – Did the lecturer provide students with information that were related to only the subject matter or did they provide a broader picture of the subject for more learning.
- l) Were students motivated to attend conferences/ seminars / industrial training to enhance their knowledge?

The feedback exercise would be carried out anonymously meaning that students do not divulge their identities while filling the form. Once the feedback exercise has been carried out, the administrative department would work on each form and compile the data and submit same to the Head of Faculty. The latter will analyze the information and call the lecturers to inform them of the evaluation of the subject and work on ways to improve effectiveness and efficiency of lecturers and implementation of new ways of teaching and learning.

The feedback mechanism is expected to assist JSS Academy of Higher Education and Research, Mauritius, to improve the following:

- Quality of teaching
- Service provided to students both academic and non-academic
- Infrastructure – new equipment in laboratories, classrooms
- Organization of extra-curricular activities – outings, sports activities, cultural events, etc.
- Quality of learning materials distributed to students
- Importance of courses being delivered;
- Objectives and career pathway of students
- Creation of short training programmes to enhance learning
- Encouraging faculty members to pursue their studies to higher levels
- Converting weaknesses of faculties to strengths to provide better learning opportunities for students.

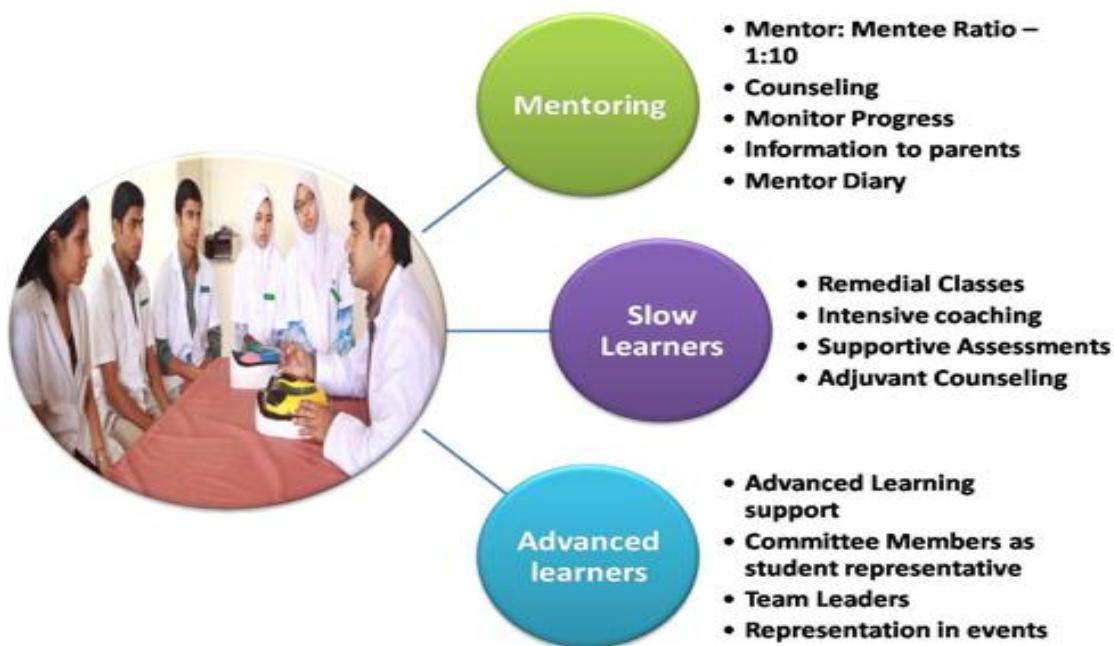
I. Programme Committee

1. Every program has a Program Committee constituted by the HOD in consultation with all the module teachers of the corresponding program.
2. The composition of the Program Committee is as follows: Among the faculty member one will be the Chairperson; Teacher of all modules of the corresponding program; Student Adviser and two student representatives of the program, nominated by the Head of the Department/Dean.
3. Duties of the Program Committee:
 - a. Reviewing periodically the progress of the classes.
 - b. Discussing the problems concerning curricula, syllabi and the conduct of classes.
 - c. Providing consultation to the Course Teachers on the nature and scope of assessment for the course, this shall be announced, to the students at the beginning of respective semesters.
 - d. Communicating its recommendation to the Head of the Department/Dean on academic matters.
 - e. The Program Committee shall meet at least thrice in a semester preferably at the end of each internal continuous assessment tests and before the end semester exam.

J. Student Support and Guidance

JSSAHERM provides career counselling, remedial coaching, bridge courses, soft skill development, personal counselling and guidance for competitive examinations besides improving their communication and language skills to improve their employability as well as build human values in their personality. The institution strongly believes that its primary stakeholders are students. The institution tries to realize its vision and mission centering on student empowerment, inclusive practices, and knowledge – skill – competence development. Accordingly, the institution has implemented suitable supporting steps and facilities for the benefit of students. Towards this, the institution has a provision for counsellors/ mentors /advisors for each class or group of students for academic and personal guidance.

The various student support mechanisms are summarised in the Figure 2 below:



Each cohort of the programme is allocated a Programme Coordinator who will act as a liaison officer between the students and the institution. The programme coordinator will also provide support for academic management of the programme

Student support and guidance at JSSAHERM include:

1. Tutoring
2. Access to library / E-library
3. Access to IT workshop
4. A variety of student welfare activities
5. Workshop and Laboratories

K. Attendance Requirement

The students must secure a minimum of 80% attendance in each subject to become eligible to take Professional examination. All students must attend every lecture, tutorial and practical classes except for approved leave like medical emergencies etc., Each module of the semester shall be treated as a separate unit for calculation of the attendance. A student, who does not satisfy

the attendance requirement, mentioned as above, shall not be eligible to appear for the examination of that semester.

L. Student Progress and Assessment

The assessment is done through Continuous Internal Assessment and Professional Examination. The regulations for assessment, evaluation and grading of student performance are as follows:

1. The evaluation of performance of the student is based on the marks obtained in each module.
2. Modules are assessed through written examinations of duration of 3 hours.
3. All modules are normally assessed over 100 marks
4. The overall pass mark for a module shall be 50%
5. All modules must be passed in the examinations, coursework and other forms of assessment.

The modules will be assessed as follows:

1. Continuous Internal assessment carrying 30% of total marks for theory and 40 % for practical of total marks. Continuous assessment can be based on attendance, academic activities and student teacher interaction.
2. Professional examinations contributing to 70% of the total marks for theory and 60% for practical.
3. In order to pass in a module, a minimum of 50% should be attained in:
 - a. Continuous Internal assessment, and in
 - b. Professional examination

Scheme for awarding Continuous mode marks;

Criteria	Maximum Marks
Attendance	4
Academic activities (Average of any 3 activities e.g. quiz, assignment, open book test, fieldwork, group discussion and seminar).	3
For Practicals - Based on Practical Records, Regular viva voce, etc.	
Student-Teacher interaction	3
Total	10

Guidelines for the allotment of marks for attendance

Percentage of Attendance	Marks
95 – 100	4
90 – 94	3
85 – 89	2
80 – 84	1
Less than 80	0

Internal assessment minimum criteria to take Professional Examinations

- 50% combined in theory and practicals (not less than 40% in each)

Scheme for Professional examinations

Mandatory to get 40% marks separately in theory and in practicals; and totally 50% for theory plus practicals.

Subject	Assessment				Professional Exams			Total Marks	
	Continuous Mode	Sessional Exams		Total	Marks	Duration			
		Marks	Duration			3 Hrs	3 Hrs		
Theory	30	70	1+2 Hrs	100	100(80+20)	3 Hrs	3 Hrs	200	
					100(80+20)				
Practicals	30	70	2+2 Hrs	100	100(80+20)	5 Hrs (Morning&Afternoon)		100	

There are three Professional examinations (Summative examinations) during the MBBS programme as shown below:

MBBS programme (5 years - 10 semesters)									
1	2	3	4	5	6	7	8	9	10
1st Professional Exams			2nd Professional Exams		3rd Professional Exams -Part 1	3rd Professional Exams -Part II		3rd Professional Exams -Part III	
-Anatomy -Physiology -Biochemistry -Communication skills including French and Kreol Morisien			-Microbiology -Pharmacology -Pathology -Forensic Medicine and Toxicology		-Community Medicine -Ophthalmology -Otorhino laryngology	-Pediatrics - Entrepreneurship for medical students		-General Medicine -General surgery -Obstetrics & Gynecology	

M. Award Classification

Classification	Overall Marks (x) %
Distinction	≥80
1 st Class	≥70<80
2 nd Class	≥60<70
Pass	50 < 60
Fail	x<50 or Absent

N. Hospital and Clinical Postings - Internship:

Internship, if done, under the supervision of the institution, JSSAHERM will be assessed as follows:

- Proficiency of knowledge required for each case Score 0-5
- The level of competence attained to manage cases in relation to
 - Management of cases independently
 - Assistance in procedures
 - Observation of Procedures Score 0-5
- Responsibility, punctuality, work up of Case, involvement in Treatment, follow-up reports Score 0-5
- Capacity to work in a team (Behavior with Colleagues, nursing staff, and relationship with paramedical) Score 0-5
- Initiative participation in discussion, research aptitude Score 0-5

Very poor	poor	Below Average	Average	Good	Very Good and above
0	1	2	3	4	5

A Score of less than 3 in any of below items will represent unsatisfactory completion of internship

O. Programme Organisation and Management

Programme Coordinator:

Name : Dr MK Jayanthi

Email :mkjayanthi@jssuni.edu.in

P. Programme Structure

The JSSAHERM MBBS programme is on a full-time study mode with 10 semesters and consists of a minimum of total 6355 hours of face to face Teaching & Learning activity of theory, Practical/clinical teaching & training. It also comprise of a module on Communication Skills for French and Kreol Morisien to enable non-French speaking students to communicate more effectively with patients and Entrepreneurship for medical students. Key: Hours to include (Lectures + Practical/Project + Clinical Postings.