

Perception, best practices, challenges and attitude of faculty regarding the foundation course

Anita Deshpande^{1*} and Vijayeendra Kanabur²

¹Department of Physiology, Co-Cordinator MEU, AI Ameen Medical College and Hospital, Athani Road, Vijayapura-586108, Karnataka, India and ²Department of Anatomy, AI Ameen Medical College and Hospital, Athani Road, Vijayapura-586108, Karnataka, India

Received: 08th August 2025; **Accepted:** 02nd September 2025; **Published:** 01st October 2025

Abstract: *Background:* The foundation course is a mandatory component of the Competency-Based Medical Education (CBME) curriculum introduced by the National Medical Commission (NMC) for first-year MBBS students in India. It aims to facilitate a smooth transition from school to the medical college environment by focusing on communication skills, ethics, stress management, and orientation to the medical profession. Faculty perception plays a pivotal role in the successful implementation and sustainability of this course. *Objectives:* To assess perception, best practices, challenges and attitude of faculty regarding the foundation course. To assess perception of faculty regarding conduct modules in online and longitudinal mode. *Methods:* A cross-sectional, descriptive study was conducted among teaching faculty involved in the delivery of the foundation course in different medical colleges. Data were collected using a structured questionnaire comprising both closed and open-ended questions. Quantitative data were analyzed using descriptive statistics, while qualitative responses were thematically analyzed. *Results:* The Faculty found that Foundation course helps students to enhance their confidence and reduce apprehension towards course (58.92%). They also opined that it helps students to realize importance of skills and communication (55.35%). 48.21% opined it is time consuming and requires lot of efforts. Enhancement of language and computer skills (71.8%) can be taken in online mode. Field visit to Community Health Centre (73.5%) is better conducted longitudinally. Professional development including ethics (59.2%), skills module (57.1%), Enhancement of Language computer skills (38.8%), sports and extra curricular activities (42.9%) should be in longitudinal mode. However, concerns were raised about the course's duration, student engagement, and redundancy as challenges in certain topics. Regarding the best practices in conducting Foundation course suggestions included interactive teaching learning methods. *Conclusion:* Faculty members supported the objectives of the foundation course but advocate for improvements in content delivery, duration, and instructional methods. Institutional efforts to incorporate and adopt hybrid teaching approaches like online and longitudinal modes for few topics and investing in faculty development can enhance the effectiveness of the foundation course and its alignment with CBME goals.

Keywords: Foundation course, MBBS, Faculty perception, CBME, Medical education, Online, Longitudinal, Best practices.

Introduction

Pursuing medical education demands hard work, dedication, and passion for healthcare. In 2019, competency based medical education was introduced in India, marking a major change in medical training. This new curriculum aims to develop an IMGs with specific skills, knowledge, and attitude [1].

Medical learning is distinct from other forms of learning due to its complexity involving vast amount of complex information, deep

understanding, clinical application starting from knowledge till application. Hence, the foundation course is very important for new students to orient them to the medical school learning. It is crucial to bridge between school and medical learning. It helps in smooth transition, building the foundation for key concepts and skills, also fosters sense of medical professionalism. The benefits of foundation course is also to reduce apprehension and stress among the newcomers. This is important in improving academic performance, enhancing the clinical

skills, increasing the confidence and opportunity for networking with peers, faculty and patients. It prepares for development of professionalism, empathy, skills and self directed learning [2-9].

The design of foundation course of one month tries to achieve all of the above. Due to pandemic in 2019 and 2020 this course was conducted in online mode and partly offline mode. The next year due to paucity of time it was conducted initially for one week and later in longitudinal mode.

Many studies have been conducted by researchers regarding the student perception about the foundation course. But very few studies are conducted to know the perception of faculty and attitude regarding the foundation course. Hence this study was conducted to find out the perception, attitude, challenges and best practices in conducting the foundation course in different medical colleges.

Objectives:

1. To assess perception, best practices, challenges and attitude of faculty regarding the foundation course.
2. To assess perception of faculty regarding conduct modules in online and longitudinal mode.

Material and Methods

Study participants and sample size: 56 faculties involved in conduct of foundation course from different medical colleges.

Study period: One year

Inclusion criteria: The entire faculty who were involved in foundation course

Exclusion criteria: Faculty who were not willing to participate in the study and not involved in conduct of foundation course.

Study Design: Cross sectional study.

Study Method: The present study was aimed at analysing the perception and attitude of faculty regarding the conduct, challenges and best practices faced by faculty about foundation course. Pre validated Questionnaire including

closed and open-ended questions were used. Data was collected through Google forms. The responses were in form of 5 pointlikert scale. Responses were expressed as percentages and analyzed. After collection of filled questionnaire, data was analyzed using descriptive analysis and thematic content analysis.

Results

When faculty were asked whether the foundation course helps students to orient 51.78% strongly agreed. Faculty opined that the objectives laid are clear and feasible (55.35% agreed). The teaching learning methods suggested in module were appropriate (66.07% agreed). Assessment methods are appropriate and feasible (60.71% agreed). Many faculty agreed (41%) that it is not taken seriously by many students. Faculty disagreed that inclusion of professionalism and ethics is too early to teach in Foundation course (33.92%) and agreed (23.21%).

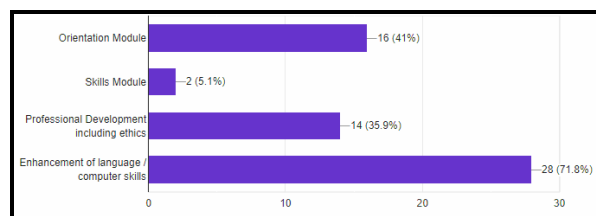
Faculty found that the foundation course helps students enhance their confidence and reduce apprehension towards the course (agreed 58.92%). They also opined that it helps students to realize importance of skills and communication (55.35%). The percentage of faculty that opined that it is time consuming and requires lot of efforts agreed was 48.21% (Table-1).

Due to covid pandemic, the foundation course was conducted in online mode for these two batches of 2019 and 2020. Hence we were curious to know more regarding from faculty that what they felt regarding the which modules can be conducted in online mode amongst all and can be followed if there is a paucity of time in future years. They were of the following opinion -Enhancement of language and computer skills (71.8%) can be taken in online mode as most of the gen z are multilingual and good at computer skills can be conducted easily and efficiently (71%.8%). Orientation module can be taken through any online platforms (41%). Professional development including ethics (35.9%) skills is very less (5.1%) as it is understandable monitoring the skills is difficult in online mode (Fig-1).

Table-1: Perception and attitude of faculty about foundation course

Sl no	Perception	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1	Foundation course helps student orient to medical school	29(51.78%)	25(44.64%)	1(1.78%)	1(1.78%)	0(0%)
2	The Objectives laid are clear and feasible	15 (26.78%)	31(55.35%)	8(14.28%)	2(3.57%)	0(0%)
3	The teaching learning methods suggested in module are appropriate	14(25.00%)	37(66.07%)	4(7.14%)	1(1.78%)	0(0%)
4	Assessment methods are appropriate and feasible	11(19.64%)	34(60.71%)	9 (16.07%)	1(1.78%)	1(1.78%)
5	It is not taken seriously by many students	15(26.78%)	23 (41.07%)	7 (12.50%)	11(19.64%)	0(0%)
6	Inclusion of Professionalism and ethics is too early to teach in Foundation course	8(14.28%)	13(23.21%)	11(0.19%)	19 (33.92%)	5 (8.92%)
7	Foundation course helps students to enhance their confidence and reduce apprehension towards course	18 (32.14%)	33 (58.92%)	5(8.92%)	0(0%)	0(0%)
8	Helps students to release importance of skills and communication	21 (37.50%)	31 (55.35%)	4 (7.14%)	0(0%)	0(0%)
9	It is time consuming and requires lot of efforts	10 (17.85%)	27 (48.21%)	9 (16.07%)	8 (14.28%)	2 (3.57%)

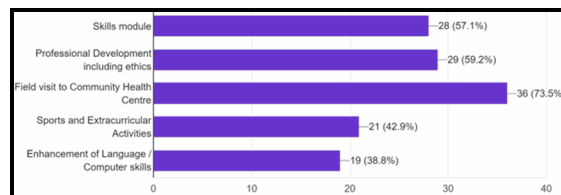
Fig-1: Perception of faculty regarding the modules which can be conducted online mode



The very following year, due to less availability of time for the professional year one and to match with the timeline, few the modules were conducted longitudinally. Every college followed the convenient one depending upon the availability of the number of hours and respective college timetables. Hence in this study we tried to find out which modules were conducted in longitudinally in different medical colleges. We found out that faculty opined, field visit to Community Health Centre (73.5%) is better longitudinally. Professional development

including ethics (59.2%), skills module (57.1%), enhancement of Language computer skills (38.8%), sports and extracurricular activities (42.9%), skills modules (57.1%) are other ones which faculty felt can be conducted longitudinally (Fig-2).

Fig-2: Perception of faculty regarding the modules which can be conducted longitudinal mode



In the open-ended questionnaire we asked faculty about Challenges faced in implementation of foundation course [Table 2], the themes emerged were the following - time constraint due to delayed and varied

admissions, less trained and faculty number, poor student response, resources, Co-ordinating the sessions.

As far About the conduct of foundation course the year for first year (2021-2022 batch) in their institute, the themes emerged as they planned well and conducted important topics due to the shortened course, Skill activities like BLS very much appreciated, a smaller number of students attended as delayed admissions, Student response was good for the interactive sessions The classes on weekends are not taken interestingly by students as they were loaded with the main subjects.

When asked regarding the best practices in conducting foundation course they suggested interactive teaching learning methods like teaching through Role plays, Conducting panel discussions, conducting debate discussions, Interactive sessions were more effective and student friendly. Using the videos done by our own staff to teach Professionalism and ethics was best. Teaching BLS hands-on training, field visits, student feedback and regular communication were best output giving and instilled good student response.

Table-2: Summary of Major themes that emerged out of statements of faculty to the Open-Ended questions		
SI No	Questions	Themes emerged
1	Challenges faced in implementation of foundation course	1. Time constraint due to delayed and varied admissions 2. Faculty number 3. Poor student response 4. Resources including trained faculty 5. Co-ordinating the sessions
2	About the conduct of foundation course this year (2021-2022 batch) in your institute	1. Planned well and conducted important topics due to shortened course 2. Skill activity like BLS very much appreciated 3. Less number of students attended as delayed admissions 4. Student response was good for the interactive sessions 5. The classes on weekends are not taken interestingly by students as they are loaded with the main subjects.
3	Regarding the best practices in conducting Foundation course	1. Teaching through Role plays 2. Conducting panel discussions 3. Conducting Skill module 4. Panel discussion 5. Using the videos done by our own staff to teach Professionalism and ethics 6. Debate discussion 7. Interactive sessions 8. Teaching BLS hands-on training and field visits 9. Evaluation and student feedback 10. Regular Communication

Discussion

Our study was conducted with the aim of analysing the perception, best practices, challenges and attitude of faculty regarding foundation course the implemented for first-year MBBS students. Also to know more about the

faculty perception regarding the topics that can be conducted in online mode and longitudinally.

The findings offer valuable insight into the strengths and limitations of the current curriculum design from the educator’s

perspective. Overall, the faculty viewed the foundation course as a necessary orientation tool that aids in the transition from school to medical college. Many respondents appreciated its emphasis on soft skills, ethics, communication, and skills components often underrepresented in traditional curriculum. These were seen as essential for shaping the professional identity and emotional resilience of future doctors.

These differences point toward the need for a more adaptable and context-sensitive structure for the foundation course. While the majority acknowledged the importance of such a course, concerns were raised about delivery methods. Interactive and student-centred approaches were favoured over traditional lecture-based sessions, reinforcing the need for faculty development in active learning strategies. The findings align with previous studies in Indian medical institutions that emphasized the importance of orientation programs in building non-cognitive skills by Kumar et al., 2022; Rathi & Patel, 2021[10-11].

However, this study adds a faculty-centric lens to that discourse, suggesting that successful implementation also depends heavily on faculty preparedness and curriculum ownership. Similar to our results, several studies conducted across India have reported that faculty members generally view the foundation course as a positive initiative aimed at easing the transition of students into the MBBS program [10-11].

The foundation course, though well-intentioned and broadly supported by faculty, faces several operational challenges that hinder its optimal delivery. In this study, faculty members identified key issues, including time constraints, limited trained faculty, availability, poor student engagement, resource inadequacies, and difficulties in coordinating sessions. However, several areas for improvement were identified. Some faculty members felt that the duration of the course was excessive, leading to disengagement among students. Others questioned the sequencing of topics like field visits, sports, professionalism might be more effective if introduced later in the MBBS timeline when students have more context.

Study by Rathi and Patel (2021) et al have emphasized that for foundation courses to be

successful, faculty must be adequately trained not just in medical content, but also in soft skills facilitation and adult learning principles [11]. Our findings reinforce this, with several respondents indicating a lack of preparedness by faculty in delivering some of the topics in different modules.

Among the challenges faced by faculty to conduct this course, time constraints emerged as the most frequently reported challenge. The compressed academic calendar particularly in the post-COVID context has forced institutions to condense the foundation course or overlap it with other teaching responsibilities. Faculty reported difficulty balancing foundation course delivery with regular departmental teaching, leading to rushed sessions or reduced content depth. This is consistent with findings from other Indian medical colleges where delayed admissions and curriculum backlogs limited the effective rollout of the course which was seen in study by Naik et al and Misra et al [12-13].

Another major concern was the shortage of trained faculty and the over-dependence on a small group of educators to deliver multiple sessions. This not only results in faculty fatigue but also affects the diversity and quality of delivery. In several instances, the same faculty were tasked with delivering both core MBBS lectures and foundation course sessions, resulting in divided attention and burnout. A study by Dhandapani et al done among 127 faculty members 93% faculty cited infrastructure deficits (e.g., space, skill labs, equipment) as a major barrier to implementing CBME components including the foundation Course, half of the faculty had never taken any Foundation Course sessions. Competing priorities and time constraints were significant obstacles [14].

The issue of poor student response or engagement was also widely reported. Faculty attributed this to delayed and varied admissions in different colleges. Passive learning methods, long sessions, and a lack of clinical relevance were cited as contributing factors. These findings highlight the urgent need to incorporate interactive teaching strategies, making sessions contextually

relevant, and align the course with students' expectations and interests. Another study by Gopalakrishnan S et al, Surveying 251 faculty, found high student-to-faculty ratio (67.7%), infrastructural deficiencies (41.4%), and impractical assessments (41.1%) as critical barriers. Their suggested solutions included strengthening faculty numbers, infrastructure revamp, performance-based remuneration, and added administrative support [15].

Mixed-method Analysis on CBME Challenges, faculty-reported challenges include: ~60% noted shortage of trained faculty for smooth CBME implementation. Inadequate training in OSCE/OSPE assessments and giving effective feedback. While the Foundation Course was generally well-received, some suggested trimming its duration and making sessions more interactive [16].

Resource limitations, including inadequate infrastructure, teaching aids, and digital tools, further constrained the delivery of certain modules for online mode. Some institutions lacked dedicated spaces or technological support for audio-visual sessions, workshops, or small group activities the components essential for an effective foundation course. Lastly, coordinating the schedule and content across departments was a significant logistical challenge. The foundation course requires cross-departmental collaboration, and the lack of a centralized coordination system led to issues such as overlapping sessions, last-minute changes, and inconsistent delivery. Faculty suggested that better planning, pre-course meetings, and clear delegation of responsibilities could help address this issue.

Similar findings were noted by Arun R et al on a study of One-Month Foundation Course From faculty and students' perspectives: Large participant numbers strained space and acoustics, hampering interactivity. Several students and faculty felt the one-month duration was too long. Difficulty in engaging non-participative students during extracurricular modules [17]. Faculty support the intent of the foundation course, its implementation is impeded by practical challenges. Addressing these issues requires institutional commitment to structured planning, resource allocation, faculty development, and continuous feedback mechanisms. Moreover,

rethinking the delivery model such as longitudinal or hybrid approaches may help ease some of the logistical burdens and enhance overall effectiveness.

Our study also explored regarding the modules and different topics that can be conducted with ease and effectively in online mode if required, they emerged to be enhancement of language and computer skills and Orientation module to some extent. The COVID-19 pandemic accelerated the adoption of online learning across all levels of education, including medical training. While medical education is inherently practical and hands-on, the foundation course, which includes many theoretical and soft-skill-based modules, presents an opportunity for hybrid or fully online delivery of selected components. This discussion explores the practicality, advantages, and limitations of conducting some foundation course modules online.

Certain modules particularly those involving communication skills, ethics, professionalism, national health policies, and introduction to medical education lend themselves well to online formats. These sessions often rely on discussion, reflection, and conceptual understanding rather than physical presence. Several institutions successfully transitioned these modules to virtual platforms during the pandemic and reported high levels of participation and engagement when sessions were interactive and well-facilitated. One of the key advantages of online delivery is flexibility. Students can attend from various locations, sessions can be recorded for later viewing, and scheduling becomes more adaptable for faculty. This is especially useful when arranging sessions with external experts or guest speakers, who may not be available for in-person delivery.

Additionally, the use of digital tools such as polls, breakout rooms, and discussion boards has enhanced interaction in some contexts. Online platforms also allow for the easy integration of multimedia resources, case studies, and quizzes, enriching the learning experience. For example, professionalism and ethics modules can incorporate video scenarios, followed by live discussions or

reflective writing exercises, making them more engaging. However, there are limitations. Modules requiring interpersonal interaction and behavioral modeling such as physical communication techniques, stress management workshops and peer bonding activities are less effective when conducted online. These modules benefit from face-to-face engagement, body language observation, and group dynamics, which are difficult to replicate virtually. From the faculty perspective, not all educators are equally comfortable with online teaching tools. This makes faculty training and institutional support essential to ensure quality and consistency. Pre-session rehearsals, availability of IT support, and standardized platforms have been shown to improve session quality.

This was reported by other researchers in their study they are Sharma D. et al. (2022) in their study titled Perceptions of faculty towards online teaching for undergraduate medical education In an interview-based qualitative study faculty expressed dissatisfaction with online teaching due to reduced student interaction, absence of non-verbal cues, and lower teaching satisfaction [4]. Also in a study by Maheshwari et al on Perception of medical faculty and students about online teaching, faculty reported that while online teaching was necessary during the pandemic, interaction was poor and technical challenges were frequent. Supports the idea that theoretical modules like ethics, orientation, IT skills may be adapted online, but hands-on skills training cannot be [18].

Our next objective was to find out Perception of faculty regarding the modules which can be conducted in longitudinal mode. Our study suggested the modules like field visit to Community Health Centre Centre (73.5%) is better longitudinally and Professional development including ethics (59.2%), skills module (57.1%), enhancement of Language computer skills (38.8%), sports and extracurricular activities (42.9%), skills module (57.1) our study is aligned with similar findings by Bhalerao A, Kulkarni S, Bansode-GokheS. In their study faculty expressed concern about time constraints and supported staggered or longitudinal approaches for better engagement and delivery [3]. Both faculty and students suggested that modules like AETCOM and Stress

Management be continued longitudinally throughout the first year in a study by Kumar G, Shah V, Mishra D, et al [5]. Faculty preferred AETCOM to be taught longitudinally to support behavior change and professional development, rather than crammed in the first month findings in a study by Sharma S et al [19].

The best practices identified in this study were role plays, panel discussions, interactive teaching, skill-based training, regular student feedback, and consistent communication which are in close alignment with the findings of several other studies on the implementation of foundation courses in Indian medical colleges. For instance, Sharma et al reported that faculty members preferred role plays and case-based learning over traditional lectures for teaching communication skills and medical ethics. These methods were perceived to make abstract concepts more relatable and encouraged active participation among students, mirroring the preferences expressed by faculty in the present study [20].

Similarly, Kumar et al emphasized the importance of interactive sessions, including group discussions and small-group teaching, as effective tools for engaging first-year MBBS students during the foundation course. Their study highlighted that such methods promote critical thinking and teamwork to address key competencies in the CBME framework. These observations are consistent with our findings, where faculty reported increased student involvement and better learning outcomes with interactive formats [10].

In line with the current study, Naik et al highlighted the successful use of panel discussions and guest lectures in introducing students to broader perspectives in healthcare, professionalism, and public health systems. These formats allowed for interdisciplinary insights and real-world contextualization, which faculty found beneficial for student orientation [12].

Regarding skills modules, Rathi and Mehta observed that early hands-on training in BLS, infection control, and first aid was considered

essential by faculty. They noted that breaking large student groups into smaller batches for practical sessions significantly improved attention, performance, and retention an approach echoed in the practices reported in our study [11].

The emphasis on regular faculty-student communication was also supported by Verma et al, who found that establishing early rapport through informal and structured interactions improved student comfort levels, particularly among those transitioning from non-urban or non-English-medium backgrounds [21].

Overall, the present study contributes to the growing body of evidence suggesting the foundation course is a well-received intervention, its implementation varies widely, and its effectiveness depends significantly on how well it is integrated into the institutional culture and faculty practices. Our findings reinforce the growing consensus in medical education literature that active, experiential, and responsive teaching methods are crucial for the successful delivery of the foundation course. These practices not only enhance student engagement but also align well with the learner-centered goals of CBME.

Assessment of Faculty perception is important to the conduct a effective implementation of the Foundation Course. While the initiative is broadly supported for its relevance and purpose, challenges related to time, engagement, logistics, and training persist. Faculty advocate for modular, longitudinal formats, interactive teaching, and blended learning to enhance the course's impact. Incorporating their insights into

policy and planning will be essential to realizing the full potential of the Foundation Course as a cornerstone of competency-based medical education in India.

Conclusion

The study emphasizes the positive perception and attitude of faculty members towards the foundation course. They acknowledge the role of the foundation course for introducing students to the ethical and professional responsibilities, communication, skills development etc which helps students to enhance their confidence and reduce apprehension towards MBBS course. Faculty experiences challenges such as time and resource constraint .These may be addressed by conducting few of the modules in online mode as well as longitudinally.

With the help of best practices like interactive discussions, case studies, practical demonstrations, panel discussions and hands-on activities, foundation course can be more effectively conducted. These valuable insights help in better the implementation of the foundation course and a better IMG.

Take Home Message: Foundation course is essential for imparting fundamental knowledge and skills which instils a sense of professionalism, empathy, and ethical conduct early and is crucial for shaping the students successful medical career and turning them into compassionate and competent healthcare providers.

Financial Support and sponsorship: Nil

Conflicts of interest: There are no conflicts of interest.

References

1. National Medical Commission. Competency-Based Undergraduate Curriculum for the Indian Medical Graduate. *New Delhi: NMC*. 2019. Available from: <https://www.nmc.org.in/wp-content/uploads/2020/01/UG-0+9Curriculum-Vol-I.pdf>
2. Das SS, Gupta A, Sinha RN, Bharati P. Perception of first MBBS students and faculty about Foundation; Course in medical education: A cross-sectional study. *J Educ Health Promot*. 2021; 10:1:39.
3. Bhalerao A, Kulkarni S, Bansode-Gokhe S. Perceptions of medical faculty about implementation of; Foundation Course for MBBS students. *Med Pulse International Journal of Medical Education*. 2021; 20(1):1-4.
4. Sharma D, Choudhury S, Bansal P. Perceptions of faculty towards online teaching for undergraduate medical education: An interview-based qualitative study. *Natl Med J India*. 2022; 35(4):231-234.
5. Kumar G, Shah V, Mishra D, Paryani N. Student and faculty feedback on Foundation Course for the first-year MBBS students: A cross-sectional study. *J Educ Health Promot*. 2021; 10:139.
6. Muthukrishnan J, Pillai A, Rajagopal G. Implementation and evaluation of Foundation Course under CBME: Faculty and student perspectives. *J Med Educ Curric Dev*. 2021; 8:23821205211038951.

7. Rani V, Kumar M, Singh A, Singh H, Saxena S. Challenges faced by faculty in implementation of competency-based undergraduate curriculum – A multi-institutional study. *J Family Med Prim Care*. 2023; 12(4):711-717.
8. Teerthanker Mahaveer University (TMU) News Reports. Foundation Course for MBBS undergraduates conducted in phased and longitudinal manner (2022–2024). Available from: <https://www.tmu.ac.in/news/foundation-course-for-the-mbbs-undergraduates-batch-2022-23>
9. Singh K, Agarwal R, Joshi A et al. Evaluation of retention of Basic Life Support (BLS) skills in medical students: A longitudinal study. *BMC Med Educ*. 2024; 24(1):75.
10. Kumar A, Singh R, Verma P. Implementation of interactive teaching in CBME-based foundation course: A faculty experience. *J Med Teach*. 2021; 12(1):32-36.
11. Rathi R, Mehta V. Skill training in the foundation course: A faculty and student perspective. *South Asian J Med Sci*. 2021; 4(1):19-23.
12. Naik R, Thomas A, Kulkarni M. Panel discussions and real-life exposure in foundation courses: Enhancing relevance. *Int J Med Educ Res*. 2022; 7(3):88-92.
13. Misra S, Fichadiya N, Kariya V. Implementation of Foundation Program under “Graduate Medical Regulations 2019” for first professional MBBS students at a Medical College located in western India-A transformative learning experience. *Med Ed Publish*. 2020; 9(1):64.
14. Dhandapani G, Kumar S, Gupta S, Lukhmana S. Facilitators’ perspective towards implementation of Competency Based Medical Education (CBME) in a Government Medical College in Delhi: a cross-sectional study. *Discov Educ*. 2025; 4:26.
15. Gopalakrishnan S, Precilla CA, Kandasamy S, Ganesan H. Challenges and opportunities in the implementation of competency-based medical education a cross-sectional survey among medical faculty in India. *J Educ Health Promot*. 2022; 11:206.
16. Arun R, Singh P, Verma A, Sharma S, Rao V. Challenges in implementing competency-based medical education in India stakeholders’ perspective: a mixed-method analysis. *International Journal of Applied and Basic Medical Research*. 2024; 14(4):229-236.
17. Pandey AK, Prabhath S, Nayak KR, Andrade L, Prabhu K, Nayak V, Kalthur SG. One-month long foundation course for newly joined Indian medical undergraduates: faculty and students’ perspective. *Med J Armed Forces India*. 2021; 77(Suppl 1): S146-S156.
18. Nidhi M, Bhupinder Singh K, Roy V. Perception of Medical Faculty and Students About Online Teaching During the Covid-19 Pandemic in a Tertiary Care Teaching Institute. *MAMC Journal of Medical Sciences*. 2022; 8(2):93-99.
19. Sharma S, Chhatwal J. Perspectives of undergraduate medical students regarding competency-based curriculum. *Natl Med J India*. 2023; 36:379-383.
20. Sharma R, Mehta S. Faculty perceptions of active learning in the foundation course. *Indian J Med Educ*. 2020; 18(2):45-49.
21. Verma K, Das A, Pillai S. Faculty-student communication and bonding during foundation course: A qualitative exploration. *Med Educ India*. 2021; 9(2):51-55.

Cite this article as: Deshpande A and Kanabur V. Perception, best practices, challenges and attitude of faculty regarding the foundation course. *Al Ameen J Med Sci* 2025; 18(4): 252-260.

This is an open access article distributed under the terms of the Creative Commons Attribution-Non Commercial (CC BY-NC 4.0) License, which allows others to remix, adapt and build upon this work non-commercially, as long as the author is credited and the new creations are licensed under the identical terms.

*All correspondences to: Dr. Anita Deshpande, Associate Professor, Department of Physiology, Co-Cordinator MEU, Al Ameen Medical College and Hospital, Athani Road, Vijayapura-586108, Karnataka, India. Email: dranitavijay@yahoo.in