

**Original research article**

**Perspectives and opinions of indian medical graduates about competency based medical education curriculum: A cross sectional study**

<sup>1</sup>Nagesh HN, <sup>2</sup>Ayyali Ambresh, <sup>3</sup>Radha A

<sup>1</sup>Associate Professor, Department of Pharmacology, Shri Atal Bihari Vajpayee Medical College & Research Institute, Bengaluru, Karnataka, India

<sup>2</sup>Assistant Professor, Department of General Medicine, Shri Atal Bihari Vajpayee Medical College & Research Institute, Bengaluru, Karnataka, India

<sup>3</sup>Assistant Professor, Department of Pharmacology, St Peter's Medical College, Hospital and Research Institute, Bengaluru, Karnataka, India

**Corresponding Author:**

Dr. Nagesh HN ([nagu728@gmail.com](mailto:nagu728@gmail.com))

**Abstract**

**Objective:** Indian Medical graduate perspectives and opinions on new competency based medical education curriculum.

**Methodology:** A cross-sectional study was conducted among 1<sup>st</sup> and 2<sup>nd</sup> year MBBS students at Shri Atal Bihari Vajpayee Medical College and Research Institute, Bengaluru.

A semi-structured closed ended questionnaire on various facets of new curriculum was done through Google forms online survey platform. Responses were exported and analysed in Microsoft Excel. Responses to the questions were expressed as percentages and tabulated.

**Conclusion:** In new curriculum inclusion of components such as early clinical exposure and integrated teaching are highly accepted by students than small group learning and Self-directed learning. Students have been benefitted by AETCOM training as well. MCQ pattern of learning is highly preferred. Few reforms directed towards reducing mental stress is needed and also, specified duration of curriculum has to be reconsidered.

**Keywords:** Medical students, mcq pattern, foundation course, clinical exposure, integrated teaching.

**Introduction**

In alignment with the global movement toward competency based learning, the Medical Council of India (MCI) had undertaken a comprehensive revision of the undergraduate medical curriculum, after the last amendment done in 1998. The new curriculum titled “Competency Based Undergraduate Curriculum for the Indian Medical Graduate” is being implemented across the country, from the academic year 2019 to 2020 <sup>[1]</sup>. The present change in medical education motivated us to get cumulative feedback from our students with the aim to assess the learners’ perspectives and opinions regarding the new curriculum and suggest future directions to make undergraduate medical education more relevant.

**Objective:** Indian Medical graduate perspectives and opinions on new competency based medical education curriculum.

**Methodology**

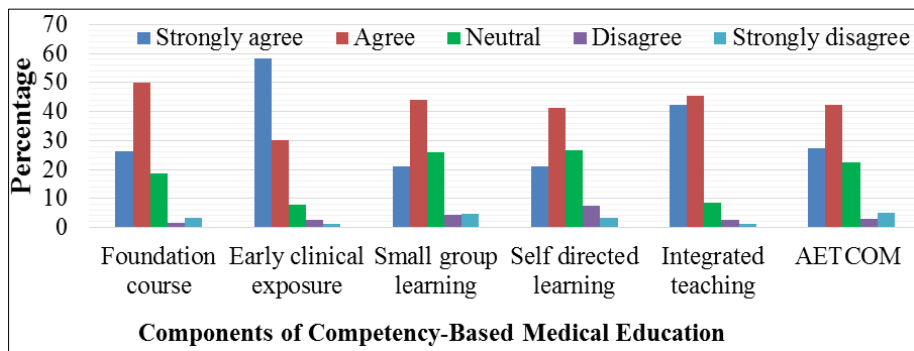
A cross-sectional study was conducted among 1<sup>st</sup> (2020-21 batch) and 2<sup>nd</sup> (2019-20 batch) year MBBS students at Shri Atal Bihari Vajpayee Medical College and Research Institute, Bengaluru.

A semi-structured closed ended questionnaire on various facets of new curriculum was developed. Majority of the questions were framed on a 5-point agree-disagree Likert’s scale.

Data collection was done through Google forms online survey platform. Responses obtained in Google forms were exported and analysed in Microsoft Excel. Responses to the questions were expressed as percentages and tabulated.

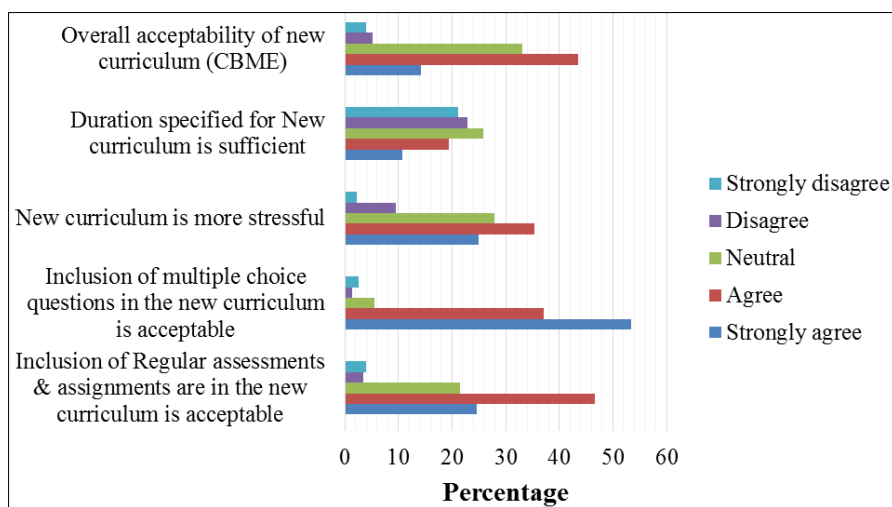
**Results**

Out of 300 students we have received 232 (77%) responses. 52% were 2 year MBBS students & 48% were 1 year MBBS students.



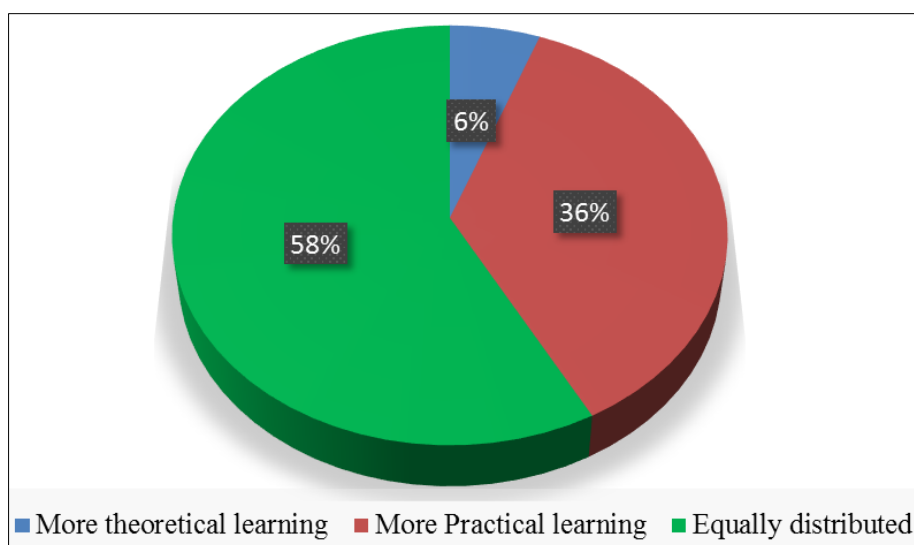
Graph 1: Students' perceptions on newer curriculum elements

Positive response: 76.4% for Foundation course, 88.2% for early clinical exposure, 87.5% for integrated teaching, 65.2% for small group learning, 62.6% for Self-directed learning, 69.4% for AETCOM training.

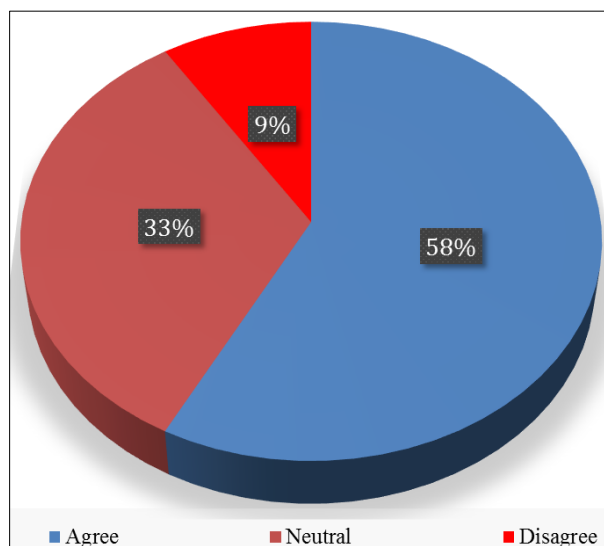


Graph 2: Students' opinion on newer curriculum components

71.2% for inclusion of Regular assessments & assignments. 90.5% participants affirmed for MCQs, 60.3% and 43.9% of students opined that new curriculum is more stressful and duration specified for new curriculum was not sufficient respectively. Overall acceptability of the new curriculum by students was 57.7% 58% of the students have accepted the CBME curriculum.



Graph 3: Distribution of learning process in new curriculum



**Graph 4:** Overall acceptability of new curriculum (CBME) by the students

### Discussion

Suman *et al.* in 2007<sup>[2]</sup> and Srimathi in 2014<sup>[3]</sup> after conducting FC in their respective institutions emphasized that it rightly tuned the students thinking to develop proper attitude and aptitude for the MBBS course. Ramanathan R *et al.* in 2021<sup>[4]</sup> study more than three-fourth of the respondents welcomed the introduction of the FC at the start of the MBBS course. The readiness for SDL practices appeared to be low among medical students in India and the need to find ways to build SDL skills among them is of paramount importance<sup>[5, 6]</sup>.

Ramanathan R *et al.* in 2021<sup>[4]</sup> study showed more than 80% felt that the 1<sup>st</sup> year curriculum is too stressful. Our study showed 60% felt CBME curriculum is more stressful.

### Conclusion

In new curriculum inclusion of components such as early clinical exposure and integrated teaching are highly accepted by students than small group learning and Self-directed learning. Students have been benefitted by AETCOM training as well. MCQ pattern of learning is highly preferred. Few reforms directed towards reducing mental stress is needed and also, specified duration of curriculum has to be reconsidered.

### Acknowledgements

We thank Director cum Dean Dr. Manoj Kumar HV, Principal Dr. Nagaraja for giving permission and all the students for participation.

### Funding

This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

### Conflict of Interest: Nil

### References

1. The tyranny of the Medical Council of India's new (2019) MBBS curriculum: Abolition of the academic discipline of family physicians and general practitioners from the medical education system of India. *J Family Med Prim Care.* 2019;8:323-5.
2. Singh S, Ghosh S, Pandya H. Foundation programme for MBBS students at entry level: Experience at an Indian medical school. *South East Asian J Med Edu* 2007;1:33-7.
3. Srimathi T. A study on student's feedback on the foundation course in first year MBBS curriculum. *Int J Med Res Health Sci.* 2014;3:575-9.
4. Ramanathan R, Shanmugam J, Gopalakrishna SM, Palanisami K, Narayanan S. Exploring the learners' perspectives on competency-based medical education. *J Edu Health Promot.* 2021;10:109
5. Premkumar K, Vinod E, Sathishkumar S, Pulimood AB, Umaefulam V, Prasanna Samuel P, *et al.* Self-directed learning readiness of Indian medical students: a mixed method study. *BMC Med Educ.* 2018;18:134.
6. Kar SS, Premarajan KC, Ramalingam A, Iswarya S, Sujiv A, Subitha L. Self-directed learning readiness among fifth semester MBBS students in a teaching institution of South India. *Educ Health (Abingdon).* 2014;27:289-92.