



## STUDENT FEEDBACK ON NEW MBBS CURRICULUM

## Community Medicine

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## ABSTRACT

This cross-sectional comparative study was conducted on First MBBS and other (second and third year) MBBS students, who were first oriented about the new competency-based medical curriculum for the MBBS course. The same set of ten feedback questions were administered to all students who were willing to give their feedback. The difference between First MBBS and other MBBS student in responses to question on whether periodic assessments envisaged under the new curriculum will improve examination scores was significant ( $p=0.001$ ). Difference between the two groups in response to question on benefit of timely feedbacks from teachers was significant ( $p=0.005$ ) and that about the new curriculum requiring participation in all academic activities was highly significant ( $p<0.001$ ). The feedback from First MBBS students for other seven questions was also relatively more positive, as compared to that of other MBBS students.

## KEYWORDS

Feedback, Student, New MBBS Curriculum

## INTRODUCTION

The new MBBS curriculum, [1] which was implemented from August 2019, envisages a Foundation Course [2] over a period of one month at the commencement of the MBBS course in order to help the medical student to adapt to a professional environment. The Foundation course comprises: Orientation programme; Skill-based sessions (Communication Skills, Basic Life Support, First Aid, Universal Biosafety precautions and Biomedical waste management; Visits to Urban and Rural Training Centres for communicating with health care workers and beneficiaries; Training in Professional Ethics (cultural sensitivity, empathy, ethical behaviour, mutual respect, leadership, team work, social inclusion); Extra-curricular activities (sports and physical activities); Enhancement of language, Computer and Learning skills (small group discussions, skills laboratory, self-directed learning).

The new MBBS curriculum also provides for Attitude, Ethics, and Communication (AETCOM) course [3] (to be implemented in each Phase of the MBBS Course); Early Clinical Exposure [4] (to improve understanding, interaction and problem solving skills); Electives (to enable diverse learning experiences); and Integrated Teaching (Horizontal and vertical integration between and among disciplines). Thus, the new curriculum covers all the three domains of learning viz. cognitive, psychomotor and affective. Multiple guidelines of the Medical Council of India on the new MBBS curriculum are available online. [1]

The objective of the present study was to find out the feedback from current MBBS students regarding the new MBBS curriculum.

## MATERIALS AND METHODS

This cross-sectional comparative study was conducted in the year 2019, on MBBS students of a Municipal Medical College in Kalwa, Thane, in Western part of India. The First MBBS and other MBBS (second and third year MBBS) students were first oriented about the new competency-based medical curriculum [1] for the MBBS course.

The same set of ten feedback questions were administered to First MBBS and other MBBS students who were willing to give their feedback. The feedback data were entered in Microsoft Excel spreadsheet (Microsoft Corporation, Redmond, WA, USA) and analyzed using SPSS statistical software Windows Version 25.0 (IBM Corporation, Armonk, NY, USA). The percentage of responses and the standard error of difference between two sample proportions were calculated. The statistical significance was determined at  $p<0.05$ .

## RESULTS AND DISCUSSION

In all, 183 students (94 First MBBS students and 109 other MBBS

students) participated.

The differences in responses to three questions were statistically significant (Table-1). Question No. 1 was about whether periodic assessments envisaged under the new curriculum will improve examination scores ( $p=0.001$ ); Question No. 2 pertained to benefit of timely feedbacks from teachers ( $p=0.005$ ) and Question No. 9 was about the new curriculum requiring participation in all academic activities ( $p<0.001$ ).

The percentage distribution of feedback (Fig. 1) reveals that First MBBS students gave a more positive feedback as compared with other MBBS students. This is possibly because the First MBBS students will be facing the new curriculum while the other MBBS students were only made aware of the same.

Competencies are a blend of various objectives and sub-competencies and are observable student's abilities that amalgamate several components, such as, knowledge, skills, values and attitude. The medical curricula should develop from being teacher-driven, cure-based with focus on the cognitive and psychomotor domains to being student-driven, competency-based, with emphasis on development of the affective domain; preventive, promotive, rehabilitative and palliative care. For producing competent doctors, the new curriculum needs to be effectively implemented. [5, 6]

Table-1: Differences in feedback obtained from students

S. No.	Topic of feedback	First MBBS students (n=74)	Other MBBS students (n=109)	Z value	p value
1	Periodic assessments will improve Examination scores	68	79	3.242	0.001 *
2	Timely feedbacks from teachers are beneficial	73	95	2.781	0.005 *
3	Communication skills will improve history taking skills	71	104	0.173	0.865
4	New curriculum is better than the previous curriculum	47	69	0.029	0.976
5	Elective subject gives option to work under experts	59	77	1.381	0.167
6	Language skills help in communication	71	102	0.691	0.489
7	Field visits are beneficial	66	89	1.391	0.164
8	Early clinical exposure is beneficial	70	98	1.134	0.258

9	Requires participation in all academic activities	70	76	4.111	<0.0001 *
10	Useful for professional career	54	69	1.367	0.171

Z = Standard error of difference between two proportions; \* Significant

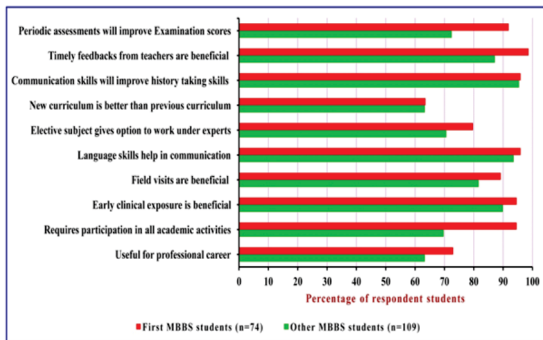


Fig-1: Percentage of responses

**CONCLUSION**

The answers to feedback questions from First MBBS students were more positive and were significantly different for three questions, as compared to that of other MBBS students. The feedback from First MBBS students for other seven questions was also relatively more positive, as compared to that of other MBBS students.

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