

**ORIGINAL RESEARCH ARTICLE****INQUIRY SURVEY REGARDING AWARENESS OF THE FACULTY MEMBERS ABOUT CURRICULUM**Rano Mal Piryani<sup>1</sup>, Suneel Piryani<sup>2</sup>, Gopendra Prasad Deo<sup>3</sup><sup>1</sup>Department of Internal Medicine and Medical Education, Chitwan Medical College, Bharatpur, Chitwan, Nepal.<sup>2</sup>Department of Community Medicine and Public Health, Chitwan Medical College, Bharatpur, Chitwan, Nepal.<sup>3</sup>Department of Anesthesiology and Critical care, Chitwan Medical College, Bharatpur, Chitwan, Nepal.**\*Correspondence to:** Dr. Rano Mal Piryani, Department of Internal Medicine and Medical Education, Chitwan Medical College, Bharatpur, Chitwan, Nepal.Email: [r\\_piryani@hotmail.com](mailto:r_piryani@hotmail.com)**ABSTRACT**

**Introduction:** The main objectives of this inquiry survey were to get information from the participants of 4th, 5th & 6th teachers training workshop about the types of curriculum implemented in medical colleges in Nepal and whether they possess the copy of curriculum and study it. **Methods:** Inquiry survey regarding awareness of the faculty members about curriculum was done during 4th, 5th & 6th teachers training workshop held in February 27–March 3, 2016, September 5–10, 2016, and March 25–30, 2017 respectively at Health Professionals' Education and Research Center, Chitwan Medical College, Bharatpur, Nepal. Questionnaire was developed and piloted in 3rd teachers training workshop held in July 26–31, 2015 and subsequently used in 4th, 5th & 6th workshop for inquiry survey. **Results:** Around 20% participants didn't respond to question 1 (What types of curriculum is being implemented in medical colleges in Nepal?) and 2 (whether they possess the copy of curriculum and study it?), while around 11% and 18% had no idea on question 1 & 2 respectively. Response of around 20% participants on question 1 & 2 was acceptable while response of around 48% and 42% participants on question 1 & 2 respectively was vague. Two of 45 participants possessed the copy of curriculum while seven of 43 participants seen the curriculum. All participants agreed to have copy of curriculum and understand it. **Conclusion:** Majority of the participants didn't aware of the curriculum, so authors recommended to management to provide copy of curriculum to faculty members and students too.

**Key words:** Curriculum, Faculty, Inquiry, MBBS, Nepal, Survey**INTRODUCTION**

Chitwan Medical College (CMC) Bharatpur Nepal, among the best private medical colleges was established in 2006 and its Teaching Hospital (TH) in 2008. It is affiliated with Tribhuvan University (TU) Institute of Medicine (IOM) Kathmandu Nepal. It started Bachelor of Nursing (BN) course in 2007, Bachelor of Medicine & Bachelor of Surgery (MBBS) course in 2008 and Bachelor of Dentistry (BDS) course in 2009.<sup>1</sup>

In order to help and make students learn better, teachers training for teaching/learning (TT for T/L) and continued medical education (CME) program are indispensable and needs to be conducted to update the knowledge and skills of teachers in teaching/learning methods and apprise use of technology to facilitate students learning.<sup>2,3</sup>

To strengthen the capacity and competence of faculty

members in teaching/learning and to heighten their level of confidence in educating the students, Health Professionals Education and Research Center (HPERC) of CMC, has been organizing and conducting teachers training workshops since September 2014.<sup>4</sup>

Faculty members and students needs to be aware of respective curriculum and must possess the copy of it. CMC does not provide copy of curriculum to their students and teachers. Keeping this in mind, the inquiry survey was conducted among participants faculty members (teachers) of teachers training workshops to assess awareness of the faculty members about the curriculum. The main objectives of this study were to get info from the participant faculty members 1) about the types of curriculum implemented in medical colleges in Nepal and 2) whether they possess the copy of curriculum and study the curriculum.

## METHODS

Health Professionals Education and Research Center (HPERC) of CMC, has been organizing and conducting teachers training workshops since September 2014. Inquiry survey regarding awareness of the faculty members about curriculum was done during 4th, 5th & 6th teachers training workshop held in February 27–March 3, 2016, September 5–10, 2016, and March 25–30, 2017 respectively.

Brief questionnaire was developed and piloted during 3rd teachers training workshop held in July 26–31, 2015. It was subsequently used in 4th, 5th & 6th workshop for this inquiry survey.

The questions included were:

1. What types of curriculum are being implemented in medical colleges in Nepal?
2. Which type of curriculum is implemented in your college?
3. Have you a copy of your curriculum?
4. If not then, have you seen the curriculum in department?
5. Is it necessary to have copy of curriculum?
6. Is it necessary to learn and understand curriculum?

Sixty-three faculty members participated in three teachers training workshop; 21 in each. All participant faculty members consented to participate in the inquiry survey. Eighteen faculty members' (eight faculty members of dental sciences and ten nursing faculty members) questionnaire were excluded while 45 faculty members (basic sciences and clinical sciences teaching MBBS students)

questionnaire included in analysis, 3 from Gandaki Medical College Pokhara, 3 from Universal College of Medical Sciences Bhairahawa, 2 from Janaki Medical College, Janakpur and 37 from Chitwan Medical College Bharatpur Nepal. All colleges are affiliated with Tribhuvan University Kathmandu Nepal. Forty participants did their basic medical qualification i.e. MBBS from Nepal while five from India. Their experiences in teaching vary from one year to 30 years but 35 participants had experience of 1-5 years. This information was taken from their registration form.

The collected data were checked for completeness, accuracy and consistency. The data were coded and entered in Epi Data 3.1 (EpiData Association, Odense, Denmark) and exported to IBMS SPSS version 20 (IBM Corporation, Armonk, NY, USA) for analysis.

## RESULTS

Responses of forty-five faculty members from basic and clinical sciences teaching MBBS students (3 from Gandaki Medical College-GMC Pokhara, 3 from Universal College of Medical Sciences-UCMS Bhairahawa, 2 from Janaki Medical College, Janakpur and 37 from Chitwan Medical College-CMC) were analyzed. All colleges are affiliated with Tribhuvan University Kathmandu Nepal. Forty participants (88.9%) did their basic medical qualification MBBS from Nepal while five from India. Their experiences in teaching vary from one year to 30 years but 35 (77.85) participants had experience of 1-5 years at the time of participation in workshop.

The results of responses are displayed under individual question asked from the participants:

### 1. What types of curriculum are being implemented in medical colleges in Nepal? (Table 1)

RESPONSE OF THE PARTICIPANT	NO (%)
NO RESPONSE	9 (20.00)
NO IDEA	5 (11.11)
INTEGRATED TYPE CURRICULUM	4 (8.88)
PBL, CBL	2 (4.44)
PBL BASED/ PBL-BPKIHS	2 (4.44)
MICRO CURRICULUM	2 (4.44)
MANY / DIFFERENT TYPES OF CURRICULUM	2 (4.44)
	45 (100)

RESPONSE OF THE PARTICIPANT	NO (%)
STUDENTS ORIENTED THEORETICALLY BASED	1 (2.22)
INTEGRATED & PBL	1 (2.22)
CURRICULUM FROM TRIBHUVAN UNIVERSITY	1(2.22)
NEEDS TO BE UPDATED- TECHNOLOGY DRIVEN & EVIDENCE BASED	1(2.22)
BASIC SCIENCES, PBL SYSTEM, CLINICAL TEACHING	1(2.22)
COMMUNITY ORIENTED, PROBLEM SOLVING IMPLEMENTED IN SOME OF INSTITUTES	1(2.22)
TOPIC BASED EXCEPT IN KUMS PROBLEM BASED	1(2.22)
PBL & INTEGRATED METHOD	1(2.22)
CURRICULUM MUST BE SIMPLE	1(2.22)
CONVENTIONAL TYPE IN TU, PBL IN KU, PBL & CONVENTIONAL IN BPKIHS & PAHS	1(2.22)
INTEGRATED & TRADITIONAL, PBL	1(2.22)
INTEGRATED APPROACH CURRICULUM IN BPKIHS	1(2.22)
PBL, COMMUNITY BASED, LECTURE BASED	1(2.22)
INTEGRATED & MCQ BASED	1(2.22)
PRACTICAL ORIENTED	1(2.22)
THEORETICAL MORE THAN PRACTICAL	1(2.22)
MACRO CURRICULUM	1(2.22)
SYSTEM WISE	1(2.22)
MIXED COMMUNITY BASED & INTEGRATED	1(2.22)
	45 (100)

## 2. Which type of curriculum is implemented in your college? (Table 2)

RESPONSE OF THE PARTICIPANT	NO (%)
NO RESPONSE	8 (17.77)
NO IDEA	8 (17.77)
TU CURRICULUM	8 (17.77)
INTEGRATED	5 (11.11)
PBL BASED	3 (4.44)
PBL, CBL	2 (6.67)
PRACTICAL, THEORETICAL	2 (6.67}
MICRO CURRICULUM	2 (6.67)
OLD CURRICULUM OF TU THAT NEEDS DESPERATE REFORMATION	1 (2.22)
TOPIC BASED	1(2.22)
CONVENTIONAL TYPE-OLD	1(2.22)
LECTURE BASED	1(2.22)
MACRO CURRICULUM	1(2.22)
COMMUNITY BASED & INTEGRATED	1(2.22)
TU CURRICULUM & KU CURRICULUM	1(2.22)
	45 (100)

### 3. Have you a copy of your curriculum?

Two of the 45 participants possessed copy of curriculum.

### 4. If not then, have you seen curriculum in department?

Seven of the 43 participants who didn't possess copy of curriculum at least seen the copy of curriculum in department.

### 5. Is it necessary to have copy of curriculum?

All participants agreed to have copy of curriculum

### 6. Is it necessary to learn & understand curriculum?

All participants agreed to learn & understand curriculum

## DISCUSSION & CONCLUSION:

In Nepal, the undergraduate course in medicine i.e. MBBS is conducted by Tribhuvan University in its Institute of Medicine, Maharajgunj and its affiliated colleges, Kathmandu University (KU) in its medical school Kathmandu University School of Medical Sciences (KUSOM) in Dhulikhel and its affiliated colleges, BP Koirala Institute of Health Sciences (BPKIHS) at Dharan and Patan Academy of Health Sciences (PAHS) in its school of medicine.<sup>2,3,5,6,7</sup>

The undergraduate medicine curriculum (MBBS) of TUIOM, KU, BPKIHS and PAHS is mainly focused on SPICES model of WHO with variation in design and implementation. The SPICES model of instruction denotes as S-student centered, P-problem based, I-integrated, C-community based, E-elective and S-systematic.<sup>2,3,8</sup>

There is variation in duration of MBBS course in Nepal. The duration of the MBBS course of TUIOM, KU and BPKIHS is of five and half years including one-year mandatory internship in rotation, while the MBBS course at PAHS is of six years duration including one-year internship and 6 months premedical phase during which students review science subjects and English and gain rural and under-served community experiences.<sup>7</sup>

Broadly the undergraduate medicine curriculum of TU-IOM, KU, BPKIHS and PAHS is more or less alike. During first two years, students learn the basic science subjects (anatomy, physiology, biochemistry,

pathology, microbiology, and pharmacology) community health diagnosis, early clinical exposure, communication skills, medical ethics and information technology. TU-IOM curriculum is integrated & community oriented while curriculum of KU, BPKIHS and PAHS is integrated, problem based and community oriented.<sup>2,3,7</sup>

In next two and half years the teaching/learning is principally focused on the clinical subjects (Internal medicine, general surgery, obstetrics and gynecology, pediatrics, ophthalmology, ENT, orthopedics, dentistry, psychiatry, dermatology, radiology, anesthesiology, and emergency medicine) and community medicine (Family health exercise & District health system management). Students continue to learn information technology, communication skills and medical ethics. There is variation in teaching/learning strategies and both formative and summative assessment among curriculum of TU-IOM, KU, BPKIHS and PAHS.<sup>2,3,7</sup>

None of the undergraduate medical curriculum in Nepal has elective component of SPICES model.

In this inquiry survey, around 20 percent of the participants didn't respond to question 1 (What types of curriculum are being implemented in medical colleges in Nepal?) and 2 (Which type of curriculum is implemented in your college?) while around 11% and 18% had no idea on question 1 & 2 respectively. Response of around 20% of the

participants on question 1 & 2 was acceptable while response of around 48% and 42% of the participants on question 1 & 2 respectively was vague.

This inquiry survey revealed that 2 of the 45 participants possessed the copy of curriculum while 7 of the 43 participants at least seen the curriculum. All participants agreed that everyone should possess the copy of curriculum. They also agreed that everyone has to learn and understand the curriculum.

The findings of this inquiry survey can not be compared as this is a first inquiry survey of its kind conducted in Nepal.

Majority of the participants didn't aware of the curriculum, so authors recommended to management to provide copy of curriculum to each faculty members and also to the students. With this recommendation management of CMC provided copy of curriculum to each student of first year MBBS, 9th batch during orientation program conducted in January 2018.

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