

**“REEVALUATING MEDICAL ASSESSMENTS: MBBS STUDENTS' PERSPECTIVES ON EXAMINATION PATTERNS AND TEACHING METHODOLOGIES”**

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ABSTRACT **Introduction** The Competency-Based Medical Education (CBME) curriculum was introduced in India to produce clinically competent and well-rounded medical graduates. This study explores students' perspectives on CBME-based examinations and teaching methodologies to identify areas for improvement. **Aim & Objectives** The study aims to assess MBBS students' feedback on current assessment methods, challenges faced, preferred alternatives, and the integration of teaching and evaluation strategies. **Materials & Methods** A cross-sectional, questionnaire-based study was conducted among 705 MBBS students from various Indian medical colleges. Responses were collected via an online survey and analysed to identify trends in assessment preferences and teaching effectiveness. **Results** Students preferred clinical and reasoning based questions over traditional formats. Lecture-based teaching was rated poorly, while interactive, case-based, and problem-solving approaches were favoured. Early Clinical Exposure (ECE) and Self-Directed Learning (SDL) were found beneficial but lacked structured implementation. High stress levels were reported due to theoretical overload. **Conclusion** Medical education reforms are needed to enhance student engagement, ensure competency-driven assessments, and improve faculty training. A shift towards interactive, practical, and structured teaching methodologies is recommended for better learning outcomes.

KEYWORDS : CBME, medical education, MBBS students, assessment methods.

INTRODUCTION

The National Medical Commission (NMC) of India introduced the competency-based medical education undergraduate curriculum (CBMC) in 2019 to develop well-rounded medical professionals. The core mission of CBMC is to develop an Indian Medical Graduate (IMG) who is capable of performing the roles of a clinician, leader, communicator, professional, and lifelong learner. This curriculum focusses on practical, patient-centered learning, integrating key elements such as the Foundation Course (FC), Early Clinical Exposure (ECE), Attitudes, Ethics and Communication (AETCOM), Self-Directed Learning (SDL), Elective Postings (EP), skill training, and clinical clerkships, as well as the pandemic module and the family adoption program. Additionally, the integration of structured feedback, writing reflections, and the maintenance of logbooks are significant components of the new curriculum. These changes are designed to foster a more practical, patient-centered learning experience [1,2].

The shift to the Competency-Based Medical Examination (CBME) brought a continuous evaluation system, replacing the traditional exam format. This change allows students to identify and rectify weaknesses before final assessments, focusing more on competency than rote memorization [3].

The feedback and opinions of students play a crucial role in the evaluation and enhancement of medical education. Studies have shown that student feedback can significantly influence the development of more effective teaching methods and assessment strategies. It is vital to create a system where students' voices are heard to make medical education more engaging and responsive to their needs. Previous studies have demonstrated that students' opinions on assessment formats have a direct impact on their learning experiences and overall academic satisfaction [4,5]. Therefore, it is essential to explore MBBS students' perspectives on the new examination system and teaching methodologies under the CBME framework to better understand their perceptions and identify potential areas for improvement.

This shift in examination and teaching trends aligns with global trends towards more dynamic, competency-based approaches to medical education, with a focus on improving the quality of learning and preparing graduates to meet real-world healthcare challenges [6].

AIM:

To evaluate MBBS students' feedback on current examination trends and teaching methodologies, identifying areas for reform to medical education.

OBJECTIVES:

- To assess MBBS students' perceptions of current examination trends and their effectiveness.
- To identify challenges faced with existing assessment methods.
- To explore MBBS students' preferences for alternative examination formats.
- To evaluate the integration of teaching methodologies with assessment strategies.

MATERIALS AND METHODS

This cross-sectional, questionnaire-based study was conducted over a period of six months. The study aimed to assess MBBS students' perspectives on current examination trends and teaching methodologies while also gathering their suggestions for potential reforms in medical education.

Study Design

Cross-sectional questionnaire-based study.

Study Population

The study included 705 MBBS students aged 18–24 years from various medical colleges across India.

Data Collection

Online survey via Google Forms disseminated through social media platforms

Analysis

Data was analysed for patterns in assessment preferences and teaching effectiveness using tables.

Detailed information was recorded, including:

Full Name, Age, Gender, Background (Urban/Rural), College Name and Address, Batch, Professional Year

RESULT

This study analyzed responses from 705 MBBS students across various medical institutions, focusing on examination patterns and teaching methodologies. The results provide a comprehensive overview of students' perspectives on assessment formats and instructional approaches, highlighting areas for reform to enhance medical education.

Table 1: Demographic And Examination Trends

Category	Details
Gender Distribution	Female: 55.3%, Male: 44.5%

Age Group	Most common age: 20 years (23.4%)
Year of Study	1 st Year: 51.5%, 2 nd Year: 31.1%, 3 rd Year (1): 11.8%, 3 rd Year (2): 5.6%
Residential Background	Urban: 59.3%, Rural: 40.7%

Table 2: Examination And Teaching Method Preferences

Question Type	Ideal (%)	Should be Increased (%)	Should be Decreased (%)	Neutral (%)
MCQs	33.5%	46.4%	2.7%	17.4%
Short Notes	47.1%	19.7%	8%	25.2%
Reason-Based Qs	43.3%	22.1%	8.8%	25.8%
Clinical Qs	47%	30.8%	4%	18.2%
Teaching Methods				
Teaching Method	Excellent (%)	Good (%)	Fine (%)	Poor (%)
Lecture Theatre Teaching	12.1%	13.9%	30.9%	43.1%
Practical Classes	20.4%	49.5%	23.5%	6.6%
Overall Teaching Pattern	12.2%	48.7%	30.5%	8.7%

Table 3: Preferred Teaching Approaches

Question	Percentage of Students Agreeing				
	1/5	2/5	3/5	4/5	5/5
Current Examination Pattern - Satisfaction	8.2%	10.2%	41.6%	19.3%	20.7%
Teaching Pattern - Satisfaction	13.5%	14.9%	31.6%	17.4%	22.6%
Are Seminars Helpful?	8.2%	13.8%	27.8%	30.5%	19.7%
Are SGD Classes Helpful?	6.5%	13.8%	23.4%	33%	23.3%
Are SDL Classes Helpful?	10.4%	14%	24.7%	29.5%	21.4%
Are ECE Classes Helpful?	7.7%	10.2%	16.3%	28.8%	37%
Are Class Theory Tests Helpful?	8.7%	9.4%	16.6%	33.5%	31.9%
Are Class Practical Tests Helpful?	7.1%	7.2%	14%	34.9%	36.7%
Are Tutorials Helpful?	8.2%	8.9%	24.1%	31.6%	27.1%
Should Sent up Be Taken?	20.3%	14.9%	26%	18.9%	20%
Each Subject in Paper 1 & Paper 2 Pattern	4.4%	5.4%	21.1%	29.9%	391.%

Key Observations & Recommendations

This study analysed responses from 705 MBBS students on examination patterns and teaching methodologies, highlighting key areas for improvement.

Preferred Teaching Approaches

Integrated approach (PPT, board, animations): 40.4%
Black/White Board Teaching: 44.7%
Oral Lecture: 10.8%

Examination & Teaching Methods

Students preferred clinical and reasoning-based questions over traditional formats.

MCQs and short notes had mixed responses.

Lecture-based teaching was rated poorly (43.1%), while practical classes were favoured but needed improvements.

Problem-based and case-based learning were preferred, with strong demand for faculty training in interactive teaching.

Perceived Stress & Early Clinical Exposure (ECE)

High stress due to excessive theoretical content and limited practical exposure.

42.3% found ECE beneficial, but 64.7% felt it was poorly conducted. Students preferred bedside learning but cited a lack of structured sessions.

Self-Directed Learning (SDL) & Tutorials

37.8% found SDL useful, but 58.9% felt it lacked structure. Preferred methods: case discussions, guided research, digital tools.

Challenges: unclear objectives, extra workload; recommendations include faculty mentorship and structured modules.

41.2% found tutorials helpful, but 53.7% wanted better faculty

involvement. Preferred small-group, interactive sessions with problem-solving focus.

DISCUSSION

This study highlights MBBS students' perspectives on examination patterns and teaching methodologies under the CBME framework. A significant preference was observed for clinical and reasoning-based questions over traditional formats, reflecting the shift toward competency-driven evaluations. While MCQs and short notes received mixed responses, problem-based and case-based learning emerged as the most preferred assessment methods.

Lecture-based teaching received poor ratings (43.1%), whereas practical classes were highly favoured, though students suggested improvements. The preference for an integrated teaching approach--incorporating PPTs, board work, and animations--underscores the need for more engaging and interactive teaching methods. Notably, faculty training in interactive teaching remains a crucial requirement.

High stress levels were reported due to excessive theoretical content and limited practical exposure. Although 42.3% found Early Clinical Exposure (ECE) beneficial, 64.7% felt it was poorly conducted, citing a lack of structured bedside learning. Strengthening clinical exposure through well-structured bedside sessions could significantly enhance student engagement and learning outcomes.

Self-Directed Learning (SDL) and tutorials were considered useful by 37.8% and 41.2% of students, respectively. However, concerns were raised regarding unclear objectives and increased workload. Addressing these challenges requires faculty mentorship and structured SDL modules to ensure meaningful learning experiences.

Overall, the findings emphasize the need for reforms in assessment patterns and teaching methodologies to make medical education more effective. Enhancing practical learning, refining SDL implementation, and improving faculty training can strengthen CBME execution, ultimately producing competent medical graduates prepared for real-world healthcare challenges.

To improve medical education, reforms should focus on:

1. Competency-driven assessments with greater emphasis on clinical and reasoning based evaluations.
2. Interactive teaching methodologies, reducing reliance on passive lectures.
3. Faculty training to improve engagement and teaching effectiveness.
4. Structured Early Clinical Exposure (ECE) and bedside learning to bridge theoretical and practical gaps.
5. Refining Self-Directed Learning (SDL) modules to ensure clarity, effectiveness, and reduced workload.

These insights highlight the need for a dynamic, student-centered approach to medical education, fostering deeper understanding and better preparedness for clinical practice.

CONCLUSION

This study provides valuable insights into MBBS students' perspectives on examination trends and teaching methodologies. The findings highlight a strong preference for interactive, clinically relevant, and reasoning-based learning methods over traditional lectures.

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