

## **EDITORIAL**

### **WHY DO WE NEED TO CHANGE THE CURRICULUM?**

Role of teachers is changing. Teachers are now facilitators. Role of students is also changing. They are Independent learners. Availability of resources has increased in this era of computers. There are changing expectations of the society. With constructivist approach the model of learning is student-centred. Learning must be Problem-based and relevant to real life situations. It must be integrated. It has to be community based. It should not be left to chance. It should be systematic. It is very important to know what is essential to be taught. It is equally important to know what not to teach.

Teaching/learning by different disciplines is meant to achieve the same goal. Cardiac cycle – encompassing structure, functions, biochemical changes, effects of drugs or obstructions or infections may be taught by teachers of different disciplines in an integrated modular form. Integration may be horizontal or vertical. Horizontal integration means: information is taught in the same curricular phase, is taught together, usually focused around a theme / problem. Vertical integration means information is taught in different curricular phases, is taught together usually focused around a clinical theme / disease. Integration may be for a module or whole course. In the SPICES model for educational strategies, integration is presented as a continuum with full integration at one end and discipline-based teaching on the other and with intermediate steps in between. Harden, 1984. In first four steps on the ladder, the emphasis is on the subjects or disciplines. Next six steps emphasise integration across several disciplines. In the final step, the student takes even more responsibility for the integration and is given tools to do so. Integration views learning and teaching in a holistic way and reflects the real world, which is interactive. Disconnection breeds apathy while integration thrives on connections. An integrated curriculum helps raising students who will be able to apply their knowledge to their work and to their personal development

“We strongly favour true integration of the course, both horizontal and vertical, using the term in the sense of interdisciplinary synthesis and not simply co-ordination or synchronization of departmentally based components.”  
Tomorrow’s Doctors, GMC, 1993/2009

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