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### Traditional to modular, system-based learning: our first experience

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**Objective:** To determine how far we were successful with modular, integrated system-based learning adopted in our institution since 2008. **Methods:** A retrospective study was carried out to compare traditional and modular system of learning on the basis of evaluation of two groups of students, 3rd year students of the year 2007 (group 1, traditional) and of 2008 (group 2, modular integrated, system based) by comparing General Microbiology and Pharmacology (GMP) and Cardiovascular system (CVS). **Results:** of annual professional examinations 2008 of all disciplines were also compared with those of the previous year 2007. **Results:** The pass percentage of class of 2008 in the Cardiovascular system (pharmacology) and Microbiology was lower as compared to the class of 2007. The performance in most disciplines including Pharmacology in the annual professional examination 2008 was also low as compared to the traditional system in the previous year (2007). **Conclusion:** We conclude that Objectives: need to be reformed and well taken during module delivery. The assessment should be modular, Objective: based and well integrated rather than discipline based evaluation. (Rawal Med J 2010;35: 78-81).

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