**Review article:**

**Student's perception about integrated teaching in an undergraduate medical curriculum**

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**Abstract:**

Integrated curriculum in medical teaching learning to become a physician is different from research. Medical students need to fit things together as well as tease things apart. They need to learn the relationship between the parts, how to synthesize, how to see the big picture. Integration of the curriculum promotes a holistic and cross discipline approach to patients and their problems. It can also help promote learning in context. This encourages a more holistic view of a patient’s problems; increased motivation levels among students; better educational effectiveness of teaching because learnt material is applied; more emphasis on higher learning objectives, such as application of knowledge and problem solving skills; and promotion of staff communication and collaboration, with a more efficient use of teaching resources. There are some disadvantages with this method being the fundamentals of a discipline may be neglected; some topics may be omitted; teachers may be less enthusiastic and less comfortable when not teaching in their own discipline; discipline based teaching may be cheaper; and students may develop a clearer picture of a discipline as a career in the discipline based method. In the present study 95.6% of students felt that integrated teaching is advantageous mainly horizontal over vertical, with negative perception in 35.4% of students. They felt that it is time consuming, cuts down the time of self study and lengthy.

Key words: Integrated teaching, Students perception .Undergraduate medical curriculum.