

- SYLLABUS -

Bachelor Level Common Entrance Examination

(Revised date: 2077/11/26)

2020



Government of Nepal
Medical Education Commission
Sanothimi, Bhaktapur

Medical Education Commission
Syllabus for Bachelor level Entrance Examination (2020)

Introduction:

Health Professional education was started in Nepal formerly after establishment of Institute of Medicine under Tribhuvan University in 1972 beginning with training of middle level human resources for health. A bachelor level course in Institute of Medicine was started in 1978 and postgraduate studies since 1982. Similarly, BP Koirala Institute of Health Sciences was established in eastern Nepal in 1993, Manipal Academy of Health Sciences was established under Kathmandu University as a Kathmandu University affiliated private institutions in 1993. Kathmandu University School of Medical Sciences as constituent campus started MBBS program in 2001. Then National Academy of Medical Sciences was established in 2002 and Patan Academy of Health Sciences in 2008.

Since late 90's, over a period of decade, numerous private medical institutions were also opened in affiliation to various universities. In one hand, the rapid development of medical institutions helped for fulfilling the gap between need of human resources for health. In the other hand, there have been issues related to quality in health professional education and also the process and costs related to the entrance examination and student enrollment. In this context, National Medical Education Act 2075 has envisioned the common entrance examination to be conducted by Medical Education Commission for enrollment of students in various programs and colleges throughout the country. For conducting the Bachelor level common entrance examination, the commission has felt the need to prepare a common syllabus in consultation with experts from various institutions with experience in bachelor level entrance examination.

Objectives:

1. To develop common syllabus of specific academic programs for bachelor level common entrance examination
2. To generate consensus and match logically between the existing bachelor level entrance syllabus effective at various medical institutions
3. To find the scope of improvements/innovations in currently existing bachelor level entrance examination

Process:

1. Institutions conducting bachelor level entrance examinations were officially corresponded to send the ongoing bachelor level programs they are conducting and the syllabus for entrance examinations.
2. The syllabus for related disciplines from various institutions were compiled.
3. Team of experts in the related disciplines representing various institutions worked up for the common syllabus with the help of available compiled documents.
4. Workshop was conducted to scrutinize the contents and other aspects on entrance syllabus involving the experts who developed the syllabus and experienced experts conducting bachelor level entrance examinations in various institutions and head/chief of examination divisions in the respective institutions.

5. Workshop involving all head of institutions and concerned regulatory authority was conducted to come up with the consensus.

General consensus:

A common consensus on relevant issues related to syllabus were generated with brainstorming and regular discussions as per above mentioned process involving all stakeholders related to training of bachelor level academic programs.

- ✓ Experts agreed to develop the syllabus for four groups representing all the bachelor level programs:
 - MBBS/BDS/BSc Nursing/BASLP/ B Perfusion Technology
 - BAMS/BSc MLT/BSc MIT/BPT/BPharm/B Optometry
 - BPH (Bachelor in Public Health)
 - BNS (Bachelor in Nursing Science)
- ✓ A consensus was generated to have entrance test paper with 200 multiple choice questions to improve content coverage as well as to match with the recent practice. This will also help differentiation of the candidates by minimizing the tie in the marks among the candidates.
- ✓ Multiple choice questions (MCQs) will be of Single Best Response Type (Type A) with four options.
- ✓ Adopt Criterion Referenced Test with 50% pass mark with no negative marking.
- ✓ A consensus was generated to allow 3 hours with instruction to paper setter that the stem or vignette of the MCQs should not exceed 60 words.
- ✓ All agreed to include 20 MCQs from Mental Agility Test for all the academic programs.
- ✓ For the programs with eligibility also from PCL in Health Sciences, a consensus was generated to include 20 MCQs related to the specific subject as per the respective PCL programs.
- ✓ Difficulty level of the items should be set from the time of item preparation as:
 - Recall: 30%
 - Understanding: 50%
 - Application and above: 20%

BNS (Bachelor in Nursing Science)

A. Eligibility

- a. Proficiency Certificate Level/ Diploma in Nursing securing at least 50% aggregate in total marks. AND
- b. Registered in Nepal Nursing Council

B. Examination Format

- a. Question type: Single best response type of multiple-choice questions
- b. Option: Four options (A, B, C, D)
- c. Number of questions: 200
- d. Full marks: 200
- e. Cognitive ratio: Recall: Understanding: Application - 30:50:20
- f. Duration: 3 hours

C. Weightage

S.N.	Content/Domain	Question
a.	Core Subjects	150
1.	Community health nursing	25
2.	Adults health nursing	25
3.	Child health nursing	25
4.	Midwifery and Gynaecological nursing	25
5.	Fundamental of nursing	20
6.	Leadership and management	20
7.	Behaviour science and mental health	10
b.	Basic and Integrated Health Science applied to nursing	30
c.	Mental Agility Test (MAT)	20
8.	Verbal reasoning	5
9.	Numerical reasoning	5
10.	Logical sequencing	5
11.	Abstract reasoning / Spatial relation	5
	Total	200

Sample questions for all programs

For the test, there will be a single set of 200 multiple choice questions (MCQs) each worth one mark for a total of 200 full marks. Each question will have four possible options, with a single correct response. A single answer sheet will be provided to the candidate to response the correct answers. The answer sheet consists of four bubbles as shown below:

Example of answer sheet:

Q.N.	A	B	C	D
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sample question:

1. Which one of the following drugs is approved by FDA for treatment of COVID-19?

(Key-A)

- A. Remdesivir
- B. Chloroquine
- C. Azithromycin
- D. Amoxicillin

Example of correct answer:

Q.N.	A	B	C	D
1.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note: All candidates should use the Black Gel Ink Pen (provided at the examination centre) to mark their answers. They should fill the correct bubble in the answer sheet using the black gel pen.

Sample question for MAT (Mental Agility Test):

1. Verbal Reasoning :

Rita goes 30 km towards North from a fixed point, then after turning to her right she goes 20 km. After this she goes 30 km after turning to her right. How far and in what direction is she from her starting point? (Key-C)

- A. 10 km west
- B. 15 km east
- C. 20 km east

D. 30 km west

2. **Numerical Reasoning:**

The length and breadth are increased by 15% and 25% respectively. What is the percentage increase in the area of rectangle? (Key-D)

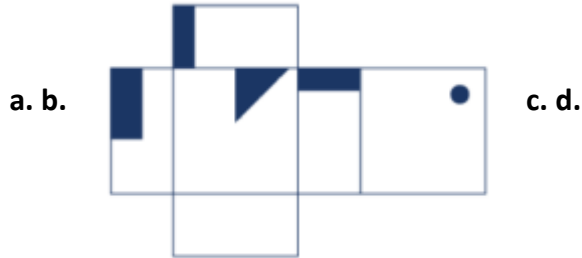
- A. 20%
- B. 30%
- C. 40%
- D. 44%

3. **Logical Sequencing:** Look at this series: 53, 53, 40, 40, 27, 27, Which pair of number should come next? (Key-B)

- A. 12
- B. 14
- C. 27
- D. 53

4. **Spatial Reasoning:**

Which 3D shape can be made from given 2D net? (Key-C)



5. **Abstract Reasoning:**

Which answer option is the correct shape that could be placed into the missing gap to fulfill the sequence? (Key-B)

