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Dr. Mukesh Kumar
Department of Anatomy, Dr. S.N. Medical College, Jodhpur, Rajasthan, India

Dr. Eti Mantri
Department of Anatomy, Dr. S.N. Medical College, Jodhpur, Rajasthan, India

Dr. Ritu Agarwal
Associate Professor, Department of Anatomy Medical College, Pali, Rajasthan, India

Dr. Jay Prakash Yadav
Department of Anatomy, Jhalawar Medical College, Jhalawar, Rajasthan, India

Correspondence
Dr. Eti Mantri
Department of Anatomy, Dr. S.N. Medical College, Jodhpur, Rajasthan, India

Perception of 1st year MBBS students regarding study and learning pattern

Dr. Mukesh Kumar, Dr. Eti Mantri, Dr. Ritu Agarwal and Dr. Jay Prakash Yadav

Abstract
Aim and Objective: To implement a new method of education in D-Hall, to improve learning skill and command in understanding gross anatomy at the time of dissection. To asses qualitative impact of teaching and learning pattern.
Material and Method: A group 250 students of MBBS 1st year were considered, from Dr S.N. Medical College, Jodhpur Rajasthan India. All students were divided into 10 groups of 25 members on each table in D – Hall. One teacher was assigned for each table. In group 1-5 group, a same lecture topic discussed by allotted table teacher and before performing dissection 3D view showing to the students and dissected region were projected on projector. And in remaining 5 groups only dissection was performed without showing 3D view. A self-assessment paper taken for checking the improvement.
Result: Group A (1-5) students scoredwell, the best method of learning is group discussion and 3D view D- hall teaching. Students agreed for multimedia teaching method for better understanding. Majority of the students said that the best method of assessment is part ending test.
Conclusion: The study concluded that learning in group discussion and 3D view D-hall teaching and new multimedia methods would be the best approach for anatomy teaching and learning and is the best method of assessment is part completion tests

Keywords: D-Hall, teaching and learning pattern, 3D-veiw, self assessment

Introduction
Anatomy is one of the important basic subjects in first M.B.B.S subjects and sound knowledge of the subject with the clear understanding of its clinical applications is important to create the strong foundation of sound clinical practice. In medical college, unfamiliar environment of first year students are exposed to totally a new scenario of teaching/learning process. They develop problems like difficulty in studying and understanding the pre-clinical subjects (especially Anatomy), problems related to adjusting and adapting to the new college, dissection hall atmosphere and hostel life. As a result, learning becomes very unpleasant task leading to frustration, corroding of the morale and loss of self-confidence of the students. Students encounter the cadaver as their first patient and their work based on the professionalism. A knowledgeable and skilful anatomist should represent a role model for perfect manner to the students. The role of the faculty member in the modern concept of medical education is to facilitate the learning process. It is important to use multiple techniques in order to reach as many different types of learners as possible. It is also important to know the opinion of the students regarding the best assessment (formative and summative) techniques to measure their knowledge and skills. The use of cadavers has been the chief pillar for learning anatomy. However, the limited availability of cadavers, the difficulties imposed by the ethical issues for their use, among other arguments, have led to use of substitute such as prosection, anatomical models, anatomical 3D views, artificial organs and audio-visual aids. It is an important student-centric technique where the knowledge is retained. To this purpose, we have attempted to evaluate the effectiveness of methodology in anatomy for exam passed students.

Material and Method
A group of 250 MBBS student of 1st year were considered, from Dr S.N medical college, Jodhpur All students were divided into 10 groups of 25 members on each table in d- hall. One teacher was assigned each table.

In 1- 5 group, a same lecture topic discussed by allotted table teacher and before performing dissection 3D view showing to the students and dissected region projected on projector. And in remaining 5 groups only dissection performed without showing 3D view. A self-assessment paper taken for checking the improvement. All the students were given the questionnaire, and the response was recorded in the form of yes/no. The students were briefed about the questionnaire & asked to respond freely and fearlessly. They were informed that the information furnished by them is for the research and evaluation purpose only and will be kept confidential.

Fig 1

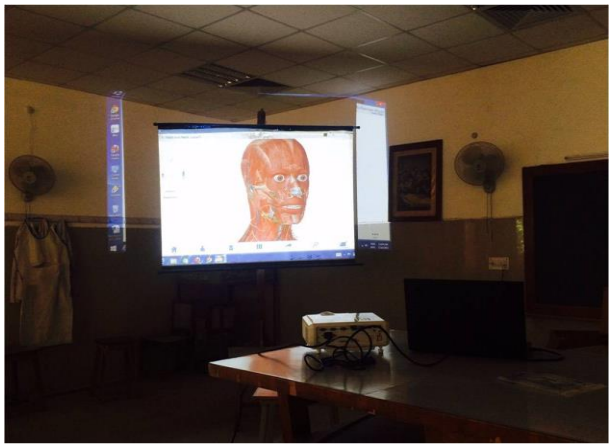
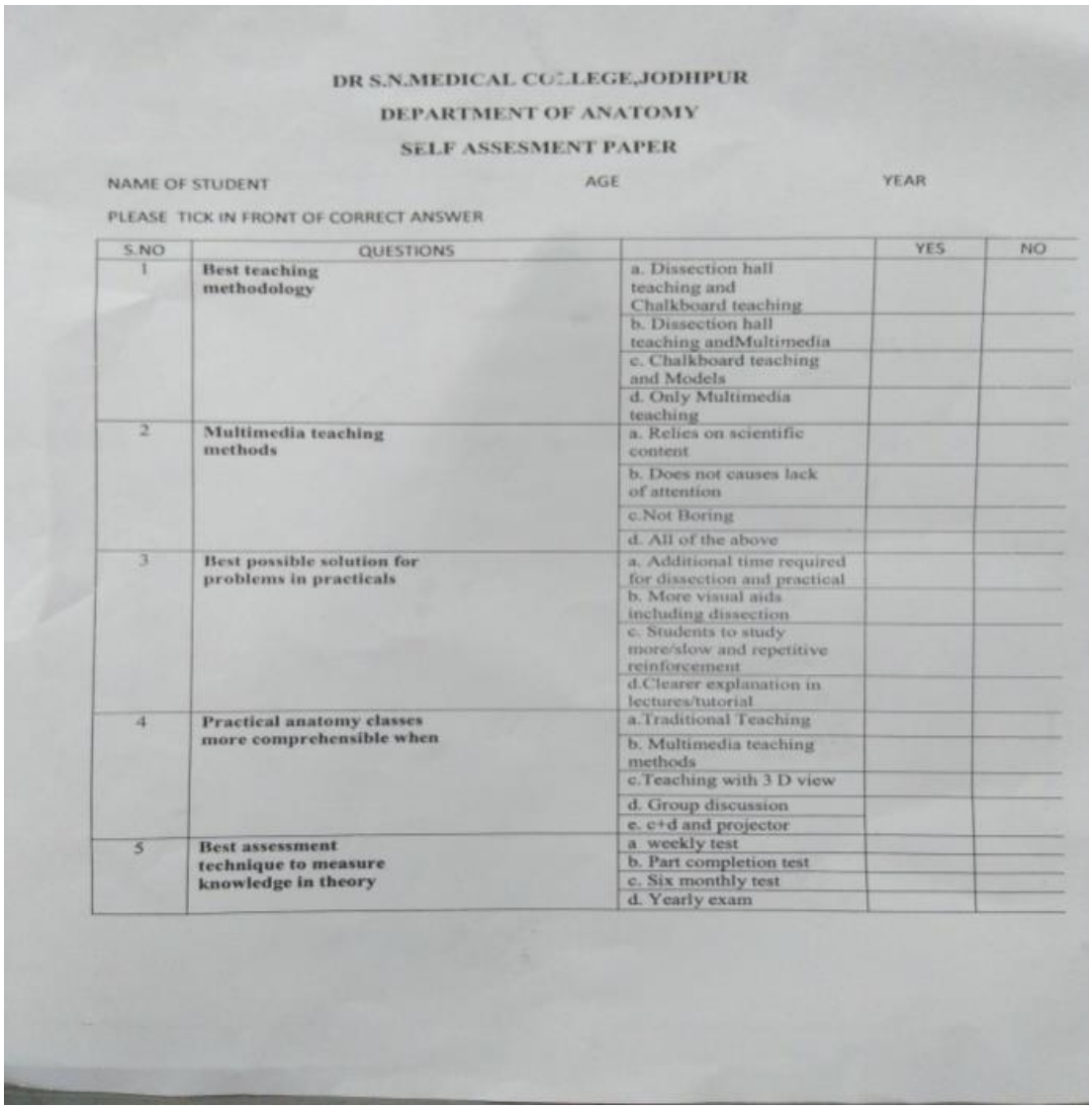


Fig 2

An opinion was taken from these students at Dr. S.N. Medical College, Jodhpur, regarding curriculum, teaching methodology & assessment techniques in anatomy with specially framed questionnaire

Table 1

S. No	Questions		No. of Students	Percentage %
1	Best Teaching Methodology	A) Dissection Hall Teaching And Chalk Board Teaching	65	26
		B) Dissection Hall Teaching And Multimedia	150	60
		C) Chalk Board Teaching And Models	25	10
		D) Only Multimedia Teaching	10	4
2	Multimedia Teaching Method	A) Relies On Scientific Content	45	18
		B) Does Not Causes Lack Of Attention	50	20
		C) Not Boring	60	24
		D) All Of The Above	95	38
3	Best Possible Solution For Problems In Practical	A) Additional Time Required For Dissection And Practices	25	10
		B) More Visual Aids Including Dissection	90	36
		C) Students To Study More /Slow And Repetitive Reinforcement	85	34
		D) Clearer Explanation In Lecturers /Tutorial	50	20
4	Practical Anatomy Classes More Comprehensible When	A) Traditional Teaching	10	4
		B) Multimedia Teaching Method	25	10
		C) Teaching With 3d View	35	14
		D) Group Discussion + Teaching With 3d View And Projectors	180	72
5	Best Assessment Technique To Measure Knowledge In Theory	A) Weekly Test	65	26
		B) Part Completion Test	90	36
		C) Six Monthly Test	50	20
		D) Yearly Exam	45	18



DR S.N.MEDICAL COLLEGE,JODHPUR

DEPARTMENT OF ANATOMY

SELF ASSESMENT PAPER

NAME OF STUDENT AGE YEAR

PLEASE TICK IN FRONT OF CORRECT ANSWER

S.NO	QUESTIONS		YES	NO
1	**Best teaching methodology**	a. Dissection hall teaching and Chalkboard teaching		
		b. Dissection hall teaching andMultimedia		
		c. Chalkboard teaching and Models		
		d. Only Multimedia teaching		
2	**Multimedia teaching methods**	a. Relies on scientific content		
		b. Does not causes lack of attention		
		c.Not Boring		
		d. All of the above		
3	**Best possible solution for problems in practicals**	a. Additional time required for dissection and practical		
		b. More visual aids including dissection		
		c. Students to study more/slow and repetitive reinforcement		
		d.Clearer explanation in lectures/tutorial		
4	**Practical anatomy classes more comprehensible when**	a.Traditional Teaching		
		b. Multimedia teaching methods		
		c.Teaching with 3 D view		
		d. Group discussion		
		e. c+d and projector		
5	**Best assessment technique to measure knowledge in theory**	a. weekly test		
		b. Part completion test		
		c. Six monthly test		
		d. Yearly exam		

Fig 3: Performa of Questionnaire

Result and Discussion

The present study was carried out to gain an understanding of the learning preferences of first year medical students.

In general, the findings of this study provide insight into the ways that our medical students learn in relation to the subject of study. Extensive changes have taken place globally to improve the standards of education. The concept of medical education has changed as knowledge is no longer restricted to textbooks and lectures. Nowadays access to internet, electronic journals, educational videos and conferences are the newer concepts of teaching. To achieve goal, teaching and assessment methodologies have evolved. Assessment is an essential part of medical education. It gives evidences of how the students are learning and indicates teaching standards. Student's feedback about the curriculum is a useful basis for modifying and improving medical education.

Gholamreza Hassanzadeh, Narges Hassanpoor in 2012 *et al.* [3] were reported that for best teaching methodology majority of students feel that dissection hall teaching is the best method followed by slide projector /AV projection / Multimedia, conventional chalk & board methods. In present study, majority of students felt that dissection hall teaching and multimedia (60%) as a best methodology followed by dissection hall teaching and chalkboard teaching (26%).

In study by S K Nagar, Ojaswini Malukar in (2012) 70.80% students were in favour of weekly test. In present study, best assessment technique to measure knowledge in theory was part completion test (36%), followed by weekly test (26%).

B Kramer and J T Soley in (2002) *et al.* [2] said gross anatomy practical's were tutorial utilizing more 3 D aids such as models computer programmer, videos and prepared specimen (70.5%), more time for particular topic, dissections and tutorials (33%), more studying on the part of the student with slow and repetitive reinforcement (14%) and important information be emphasized. Proposed solutions to problems were, scheduling of more lectures to provide additional time to better assimilate the work (13.5%) using more visual aids (photographs, slides, diagrams and 3 D models) (11.5%), restructuring of lectures (9%) and simplifying the information by including summaries or tables. In the present study, According to Students possible solution for problems in gross anatomy practical were tutorial utilizing more 3 D aids such as models computer programmers, videos and prepared specimen (36%), followed by 34% more studying on the part of the student with slow and repetitive reinforcement.

Abdulmonem Al-Hayani and Gamal S. Abd El-Aziz in (2008) *et al.* [1] were said that students find practical Anatomy classes more comprehensible when traditional teaching methods are used. In present study, variable

opinion of the students about the Practical anatomy classes, they are more comprehensible when teaching with 3D view, group discussion and projector (72%) followed by group discussion (14%).

Abdulmonem Al-Hayani and Gamal S.Abd El-Aziz in (2008) *et al.* [1] were In assessment of the multimedia-supported anatomy teaching, students satisfied for better perception of practical anatomy classes by multimedia-supported anatomy classes and they relied on scientific content of the multimedia presentations in the level of perception to anatomy. In present study, majority 38% students preferred multimedia teaching methods as a best anatomy teaching methodology and it relies on scientific, does not cause lack of attention and is not boring.

Conclusion

An opinion regarding curriculum, teaching methodology & assessment techniques in anatomy was taken from the first year MBBS students at Dr. S.N. Medical college in jodhpur with specially framed Questionnaire study concluded that majority of the student felt that learning in group discussion, and 3D view- d- hall teaching and new multimedia methods would be the best approach for Anatomy teaching and learning and the best method of assessment is part completion tests.

This study shows that the planning about the curriculum, teaching methodology & assessment techniques can be modified considering the opinion of the students to bring out the best in them and how teaching can address their contemporary learning needs.

The resources of teaching methods must maximize the effectiveness of Anatomy learning and most importantly to recall and apply anatomy

Knowledge in medical practice important for the "physicians with a thorough knowledge of anatomy limit the use of expensive technique of diagnosis" and improved education of doctors in basic of the anatomy could be the most effective approach to improved diagnosis, rather than use of new diagnostic methods. In the end, the two approaches cadavers and computers (used as symbols of practical and theoretical models) are best seen as complementary.

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