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RESEARCH ARTICLE

TO STUDY THE EFFECT OF FEASIBLE MODIFIED TEACHING METHOD BASED ON STUDENT'S & TEACHER'S PERCEPTIONS ON TEACHING LEARNING PROCESS IN THE DEPARTMENT OF COMMUNITY MEDICINE OF MEDICAL INSTITUTE.

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Key words:-

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perception.

Abstract

Goal: To design, implement and evaluate feasible modified teaching methods for Upgrading Teaching- learning practices among undergraduate students.

Objectives: 1. To find out perception of students on teaching methods.
2. To find out perception of teachers on current teaching methods.
3. To develop checklist of necessary, feasible changes based on student's and teacher's perceptions.
4. To evaluate the effect of modified teaching methods.
5. To create awareness of the same to different departments of our institute.

Methodology: Study type: Interventional study with quantitative and qualitative analysis. Place of Study : Department of Community Medicine of Medical Institute in Mumbai. Duration: 12 months. Study population: Undergraduate II & III M.B.B.S. students. Study tools: Attendance record, Questionnaires, Focused Group Discussions (FGDs), Checklist. Inclusion criteria: 1. Undergraduate II & III M.B.B.S. students. 2. Students willing to participate in the study.

Results: In depth interviews were taken among the students who passed out the Community Medicine subject. FGDs were conducted among the students who were studying the Community Medicine subject. Based on the results of the in depth interview & FGDs among students, the questionnaire was prepared for the teachers to know the perceptions of teachers & responses to the student's perceptions. Based on the student's & teacher's responses, the checklist was prepared for better teaching learning process.

Conclusion: The proportion of UG students with attendance >80% & >80% marks scored in the term end exam following the intervention which was statistically significant.

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Introduction:-

Innovative teaching learning methods are required to make the undergraduate medical students understand and develop interest in the subject of Community Medicine. As participation of students and teachers are equally

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important in teaching learning process, the current study was planned to have an idea about the perceptions of students and teachers and develop the modified T-L method for betterment of Medical Education in the institute. Modified method developed based on the above principle shown a better impact on attendance and performance of students.

Overall GOAL:-

To design, implement and evaluate feasible modified teaching methods for Upgrading Teaching- learning practices among undergraduate students.

Objectives:-

1. To find out perception of students on teaching methods.
2. To find out perception of teachers on current teaching methods.
3. To develop checklist of necessary, feasible changes based on student's and teacher's perceptions.
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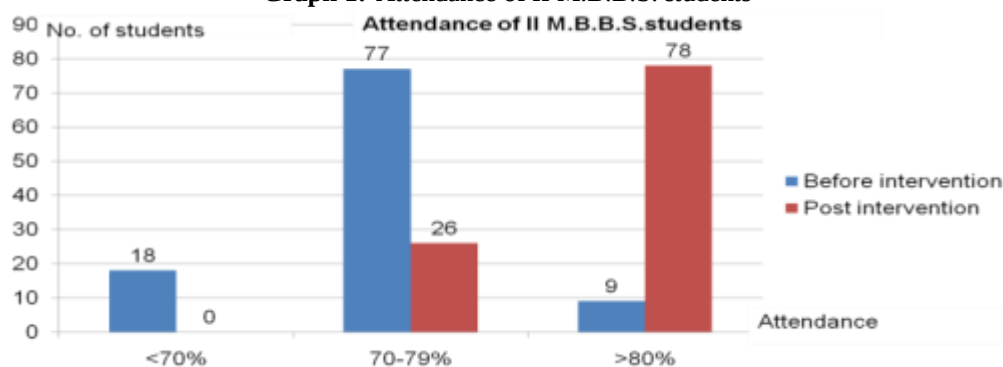
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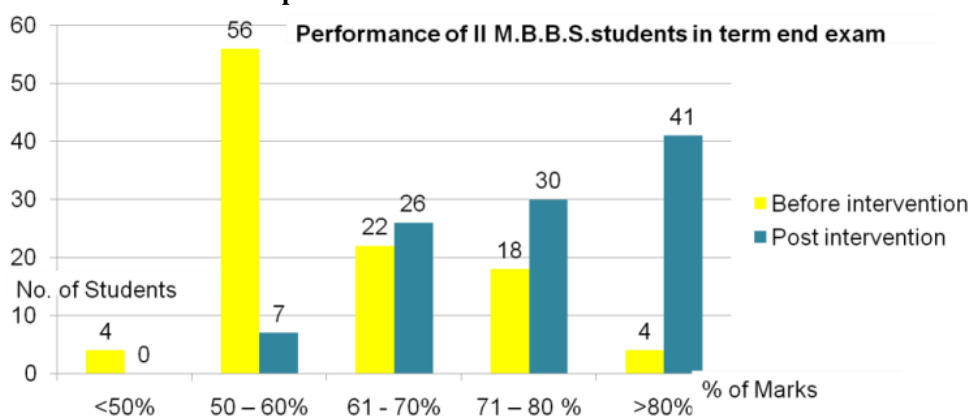
Inclusion criteria: 1. Undergraduate II & III M.B.B.S. students.

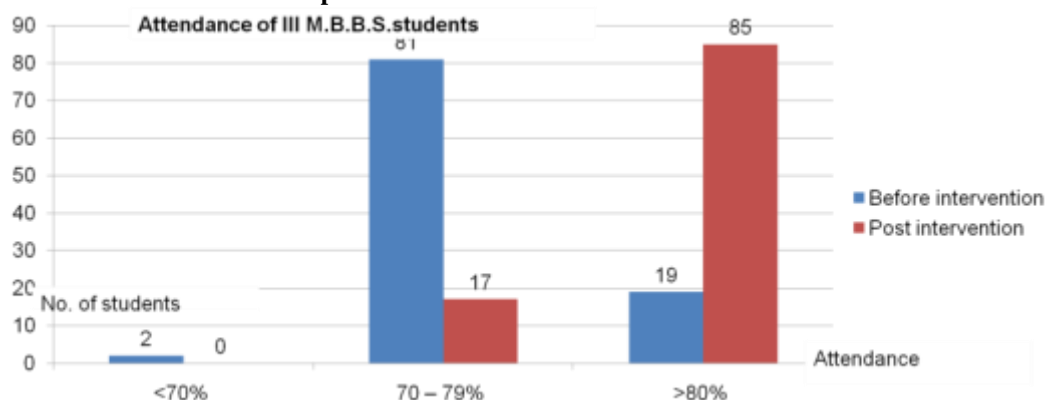
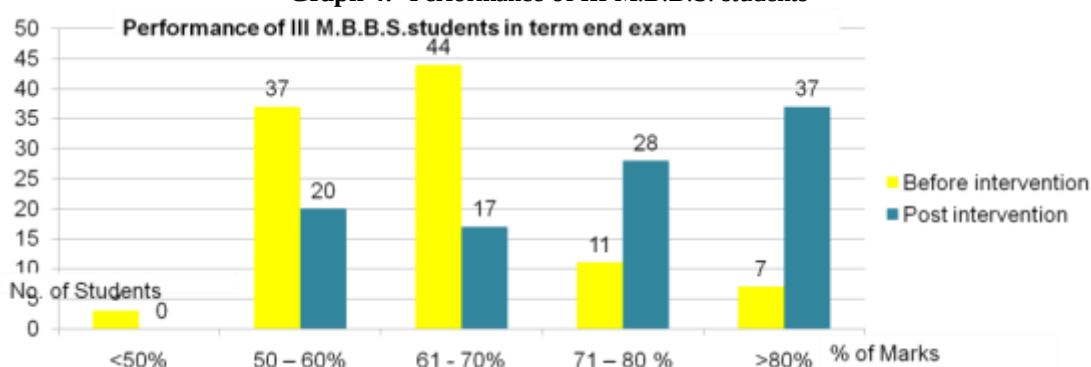
2. Students willing to participate in the study.

Graph 1:-Attendance of II M.B.B.S. students



Graph 2:-Performance of II M.B.B.S. students



Graph 3:- Attendance of III M.B.B.S. students**Graph 4:- Performance of III M.B.B.S. students****Results:-**

In depth interviews were taken among the students who passed out the Community Medicine subject. FGDs were conducted among the students who were studying the Community Medicine subject. Based on the results of the in depth interview & FGDs among students, the questionnaire was prepared for the teachers to know the perceptions of teachers & responses to the student's perceptions. Based on the student's & teacher's responses, the checklist was prepared for better teaching learning process.

Checklist for Institute:

1. To upgrade teaching facilities (Internet facility, Library, Museum, Audio Visual aids, classroom ventilation, lighting & air conditioning).
2. Promote integrated teaching on the important topics in the institute through Medical education unit.

Checklist for Department:-

1. Orientation of Community Medicine for first year students by arranging community based teaching.
2. Epidemiology should be taught in more detail & by senior teachers.
3. Keep Biostatistics lectures in the final year.
4. The relevant topic of the practicals to be taken with theory lectures.
5. Public health visits should be associated with prior lecture of the same.
6. Identify weak students by ongoing evaluation & performance in internal examination.
7. Weak students can be given more attention by arranging special lectures.
8. Resident doctors ongoing training for taking lectures.
9. Regular formal departmental meetings for discussion & experience sharing between senior & junior teachers.
10. Ready references arranged in a systematic order with e-learning .

Checklist for Individual teacher:

Before Lecture:-

1. Give some important questions to the students a day or two before lecture which will stimulate students thinking for the topic & increase their interest for the same.
2. Prepare first slide of the presentation of SLO (Specific Learning Objectives).
3. Update information, current situations & trends related to the topic of lecture.
4. Prepare interactive power point presentations with little text & more of the pictorial representations (charts/tables/ diagrammes) & videos.
5. Make a list of questions which students can answer before, during & after the session.

During Lecture:-

1. Ask students to share something about the topic before starting the lecture.
2. Practice friendly approach with discipline by calling students by name, minding the body language, not pointing to particular student, eye to eye contact, smile, etc.
3. Encourage students to share their experiences, get involved in the discussion.
4. Use chalk & board whenever required.
5. Give special attention to the weak, problem learners in small batch teaching by asking questions & motivating them to speak in the class. Also, ask them to occupy front benches.
6. Felicitate students who participate in discussion then & there itself.
7. Give power point presentation & other reference reading material to students whenever asked.

After Lecture:-

Resolve queries even after the lecture.

Conclusion:-

The proportion of UG students with attendance >80% & >80% marks scored in the term end exam following the intervention which was statistically significant.