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## Original research article

### A QUESTIONNAIRE BASED EVALUATION OF TEACHING METHODS AMONGST MBBS STUDENTS

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#### ABSTRACT

**Background:** The medical education and health care in India are facing serious challenges in content and competencies. Heightened focus on the quality of teaching in medical college has led to increased use of student surveys as a means of evaluating teaching. **Objectives:** A questionnaire based evaluation of 200 students (I MBBS & II MBBS) about teaching methods was conducted at a Govt Medical College & Hospital, Aurangabad (MS) with intake capacity of 150 students & established since 50 last years. **Methods:** 200 medical students of I MBBS & II MBBS voluntarily participated in the study. Based on teaching methods, an objective questionnaire paper was given to the participants to be solved in 1 hour. **Results:** As a teaching mode 59% of the students favored group discussion versus didactic lectures (14%). Almost 48% felt that those didactic lectures fail to create interest & motivation. Around 66% were aware of learning objectives. **Conclusion:** Strategies and futuristic plans need to be implemented so that medical education in India is innovative & creates motivation.

**Keywords:** Teaching methods, Undergraduate students, Medical education

#### INTRODUCTION

The Government of India recognizes Health for all as a national goal and expects medical training to produce competent “Physicians of First Contact” towards meeting this goal. However, the medical education and health care in India are facing serious challenges in content and competencies<sup>1</sup>

With the growing awareness of the importance of teaching and learning in medical education and the need to move towards evidence-based teaching, it

is important to re-examine the educational teaching methodology<sup>2</sup>.

To take care of the huge Indian population India needs quality doctors and not just quantity. Heightened focus on the quality of teaching in medical college has led to increased use of student surveys as a means of evaluating teaching<sup>3</sup>.

Good evaluation practices in medical training, at all levels, enhance both quality and accountability

of medical education<sup>4</sup>. In recent a time there is a growing apathy of students towards attending lectures and clinics in medical colleges. Present study tried to evaluate the teaching methods & changing trends amongst first year and second year MBBS Students at Govt. Medical College, Aurangabad (MS).

**Aims and objective**

**Primary** To evaluate the teaching methods practiced in medical education in I<sup>st</sup> MBBS & II<sup>nd</sup> MBBS medical students

**Secondary** The strengths and shortcomings in teaching methods, areas of improvement in medical teaching: student’s scenario

**Study Design:** A prospective observational study

**MATERIAL AND METHODS**

The study was approved by the Institutional Ethical Committee of Govt. Medical College, Aurangabad.

Enrolled students were explained all the details of the study and objectives. The identity of the students was not allowed. 200 medical students of I MBBS & II MBBS voluntarily participated in the study. Based on teaching methods, an objective questionnaire paper was given to the participants to be answered in 1 hour.

The questionnaire consisted of MCQs regarding:

- 1) Teaching methods
- 2) The audiovisual aids used in teaching.

- 3) Evaluation Methods
- 4) The environment related to studying

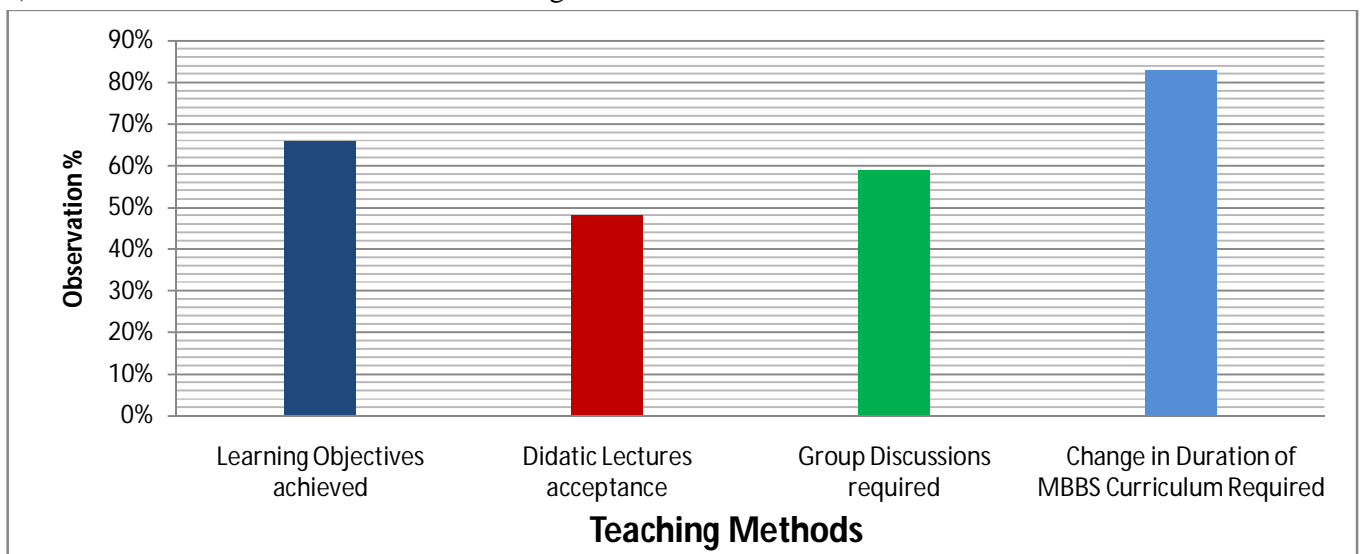
**RESULTS**

**A) Teaching Methods:** 66% were aware of the learning objectives, which is a welcome sign. 48% felt that didactic lectures fail to create interest & motivation in the subject. 59% of the students favored group discussion as a teaching mode over didactic lectures (14%). 87% pointed out that at the end of the lecture, the student becomes storehouse of book facts rather than being oriented. 83% were of the opinion that the current duration of the MBBS curriculum versus vast syllabus is a major hurdle in learning process.

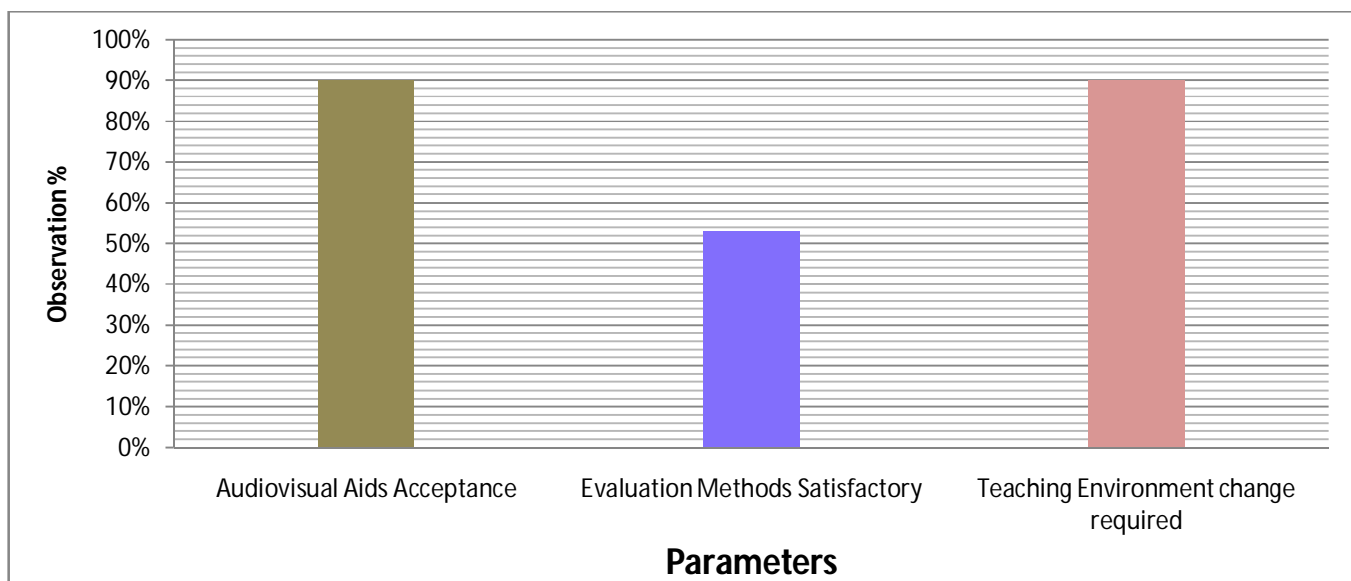
**B) Audio Visual Aids:** 90% Participants were in favor of using Audio visual aids for demonstrations with complimentary use of traditional chalk and blackboard methods.

**C) Evaluation Methods:** 53% of the students feel that the current evaluation standards are not satisfactory considering the competitive examinations for future. They prefer introduction of more MCQs.

**D) Environment related to studies:** 90% Students complained of average sound system quality in lecture halls, overcrowding in the demonstration sessions.



**Fig: 1 Teaching Methods**



**Fig. 2: Other Parameters Studied**

## DISCUSSION AND CONCLUSION

The study is not judgemental. We are just trying to put forth the facts in front. It is not a complete picture. The information gained from evaluation can lead to changes in any aspect of teaching and evaluation methods. Curricular reforms to systematically address these issues and develop strategies to strengthen the medical education and health care system are needed at an institutional level & to be implemented at health universities who are involved in the curricular programmes. This will definitely help the Indian Medical Graduates match or better the international standards.<sup>4,6</sup>

Amongst the important suggestions received from the medical students were to decrease the generation gap between the student and the teachers by imparting Group activities in the form of seminars and symposiums. The teaching standard should be of competitive entrance examination level right from the basic sciences itself.

A comprehensive initiative for complete assessment of teaching methods is urgently required at a state level involving Medical education technology units of all concerned universities for medical education. This will enable strategies and futuristic plans for proper and uniform implementations so that medical education

in India becomes innovative, competitive and is able to prepare undergraduates to perform in the changing scenario of medical science.

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