



Research Article

A GENERAL SURVEY OF B.A.M.S. STUDENTS TO IMPROVE OVERALL TEACHING

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ABSTRACT

For any professional course it is very important to identify students' perceptions and suggestions to improve the system of education. To solve this purpose this study was planned by conducting a survey among the students of B.A.M.S. The current course of B.A.M.S. is the combination of ancient Ayurveda and modern medical science, where students find some difficulties to understand and co-relate it with real time patients. Google form was prepared to conduct this survey and it was filled up online by 352 students of seven different Ayurveda colleges of Saurashtra region, Gujarat. In this survey an effort has been made to know the background of students, their understanding about the course, certain generalized questions were also included in the questionnaire, i.e. professional goal after completion of B.A.M.S., what they think about the current teaching methodology and if they need any change in its different aspects or in syllabus. The result is found to be beyond our imagination, which is the best teaching pattern; chalk & board or digital platform. The impact of online education has become the new opportunity for students to indulge themselves in more usage of mobile or electronic gadgets in the name of educational purpose.

INTRODUCTION

In current scenario, it is very important to get an idea of students' understanding towards the professional course in which they are taking admission. Not only that it is also very much needed to know their perceptions towards the current teaching methodology, exam pattern and their professional goal after completion of the course. Demand for Ayurvedic treatment is increasing continuously from the last ten years, so that the demand for Ayurvedic courses. As B.A.M.S. is the professional course, this survey was planned to understand the students' background, their goals after completion of B.A.M.S. and whether they are getting enough guidance to select it or not. This study was also planned to understand the students' aspect of the difficulty of subjects in each professional year,

whether any need to change syllabus or teaching methodology. The challenges are covered in this study is not fully covered in previous survey studies.^[1,2] Globally, from 2020 onwards pandemic phase is also a very challenging period for the students, where students are forced to use mobile and/or electronic gadgets for the educational purpose. Then, the need is arisen for parents, educators as well as the students to ask the question: Is the online study a boon or a curse? To get an idea of this challenging issue, in this survey, we have covered the question for approximate usage of mobile for their education as well as entertainment purpose. This is the sincere attempt to assess the perception of students' towards the challenges they are facing during their professional course. This survey indicates that still the classical teaching methodology is more convenient for students and they need professional guidance for the selection of their further career planning.

MATERIALS AND METHODS

This survey was conducted among the students of 4th professional B.A.M.S. and internees from seven colleges in Saurashtra region, Gujarat. Total 352 (266 from 4th year professional and 66 internee) students

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responded from various colleges. This Google form contains 17 close ended questions and 4 open ended questions. Out of 17 close ended questions 5 questions were Yes/No type questions, whereas in 12 questions specific options were given to choose. In current study

multiple choice questions were given to the students where they could select one or more than one option for a question where calculation of percentage is as per the number of responses we have received.

RESULTS AND DISCUSSION

The results and observations found in this study is given below:

Table 1: Close Ended Question with Yes/No Options

S.N.	Close Ended Questions With yes/no Option	In Percentage (%)	
		Yes	No
1	Did you know about Ayurveda when you took admission in it?	48.00	52.00
2	Do you think there is a need of change in the syllabus?	46.90	53.10
3	Are you getting enough guidance to plan your goal?		
	Educator	65.70	34.30
	Family	64.70	35.30
	Friends/ Senior	67.50	22.50
4	Do you think any change is required in current teaching methodology?		
	Theory aspects	44.35	55.65
	Practical aspects	74.22	25.78
	Examination aspects	59.44	40.56
5	Do you Create awareness about Ayurveda in your surrounding	96.30	03.70

Table 2: Study Wise Which Subject Found Most Difficult In Each Professional Year

S.No	Professional Year	Subject	Difficulty in Percentage (%)
1.	1 st Professional B.A.M.S.	<i>Padarthvigyan</i>	39.50
		<i>Rachana Sharir</i>	38.40
		<i>Sanskrit</i>	19.00
		<i>Kriyasharir</i>	16.20
		<i>Ashtang Hriday</i>	07.70
2.	2 nd Professional B.A.M.S.	<i>Dravyaguna Vigyan</i>	55.10
		<i>Rasashastra Evum Bhaishjya Kalpana</i>	38.90
		<i>Roga Nidan evum Vikriti Vigyan</i>	20.70
		<i>Charak Purvardh</i>	04.30
3.	3 rd Professional B.A.M.S.	<i>Stri Roga Evum Prasuti Tantra</i>	42.90
		<i>Agadtantra</i>	40.90
		<i>Swasthavritta</i>	15.30
		<i>Charak Uttarardha</i>	11.60
		<i>Kaumarbhritya</i>	10.80
4.	4 th Professional B.A.M.S.	<i>Shalaky Tantra</i>	48.00
		<i>Shalya Tantra</i>	41.50
		Research Methodology & Medical Statistics	24.40
		<i>Kayachikitsa</i>	15.30
		<i>Panchakarma</i>	02.60

Chart 1: Gender Wise Distribution

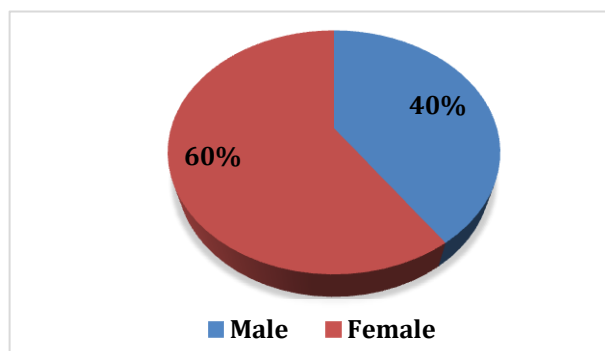


Chart 2: Students would Like to do After Completion of B.A.M.S

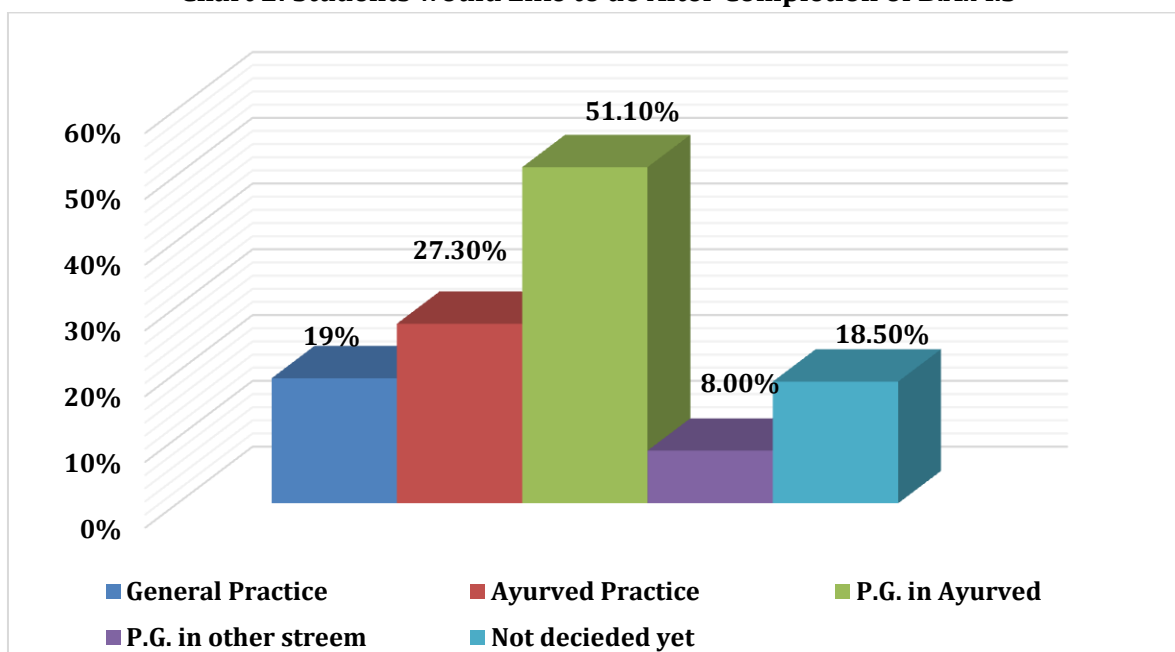


Chart 3: Students' Choice for Post-Graduation in Ayurveda

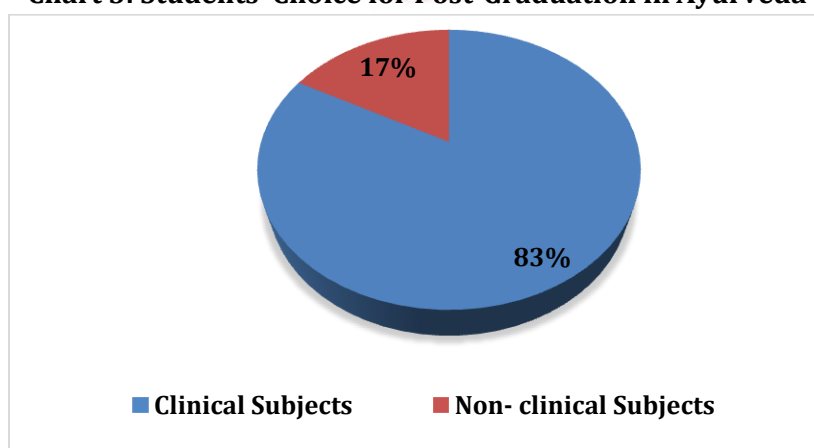


Table 3: Students who Chose to do PG in Ayurveda, in Which Subject the Most

S.NO	Name of Subject	No. of Responses Irrespective to Their Priority	Percentage (%)
1.	<i>Panchakarma</i>	127	21.01
2.	<i>Kayachikitsa</i>	125	20.76
3.	<i>Shalya Tantra</i>	109	18.11
4.	<i>Stri Roga evum Prasuti Tantra</i>	83	13.79

5.	<i>Shalaky Tantra</i>	31	05.15
6.	<i>Basic principle & Ayurved Samhita</i>	25	04.15
7.	<i>Rasa Shastra Evum Bhaishjya Kalpana</i>	23	03.82
8.	<i>Kaumarbhritya</i>	22	03.65
9.	<i>Swasthavritta</i>	12	01.99
10.	<i>Roga Nidana evum Vikriti Vigyan</i>	11	01.83
11.	<i>Dravyaguna Vigyana</i>	10	01.66
12.	<i>Rachana Sharir</i>	10	01.66
13.	<i>Agad Tantra</i>	09	01.50
14.	<i>Kriya Sharir</i>	05	00.83

Table 4: Times Spent Over Mobile for Education and Entertainment Purpose

S.No	Time Spent Over Mobile	Education Purpose (%)	Entertainment Purpose (%)
1	Less Than 1 hr.	28.40	07.10
2	1-2 Hrs.	41.20	31.50
3	2-3 Hrs.	18.50	39.20
4	3-5 hrs.	08.00	14.80
5	More than 5 Hrs.	04.00	07.40

Chart 4: Comparison of Time Spend on Mobile for 2hrs or More Than 2hrs. On Daily Basis for Educational and Entertainment Purpose

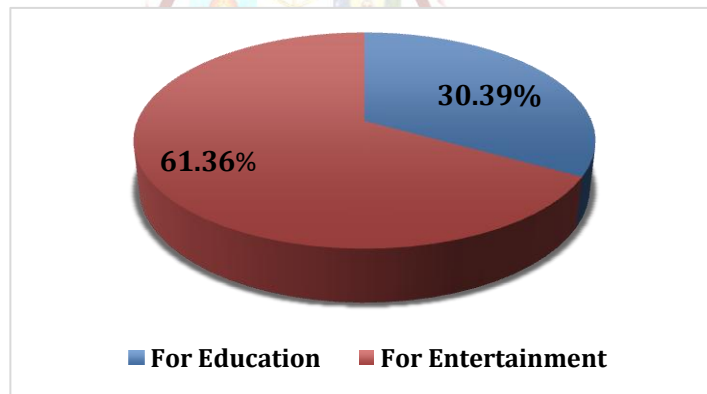


Chart 5: Comparison of Time Spend on Mobile <1 Hr. on Daily Basis for Educational and Entertainment Purpose

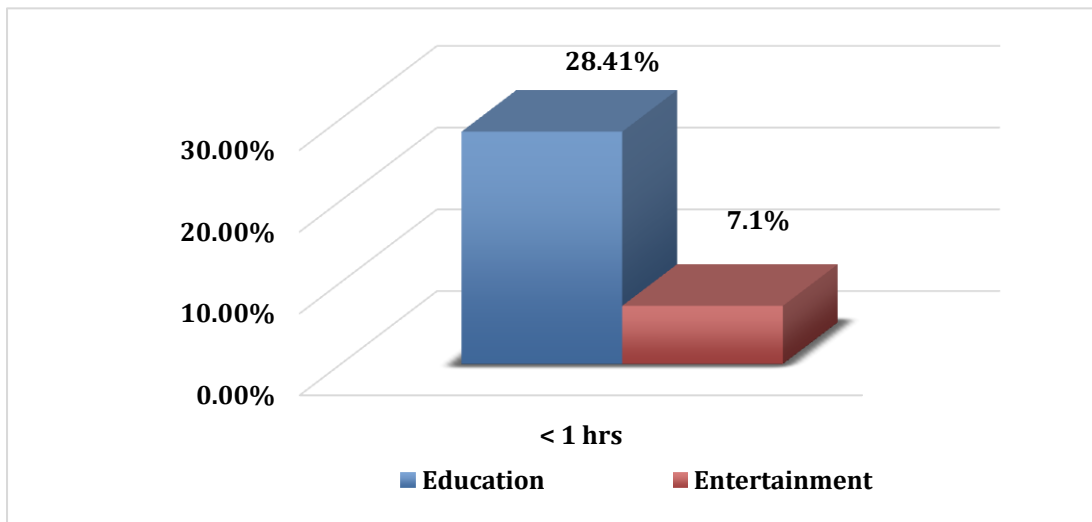


Chart 6: Convenient Teaching Pattern

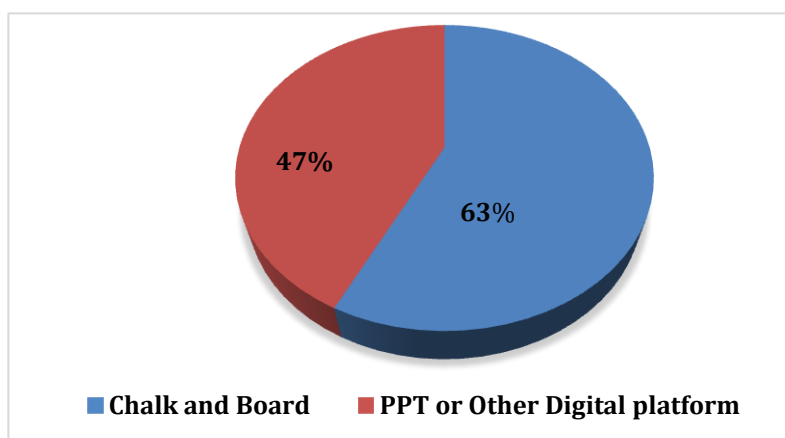
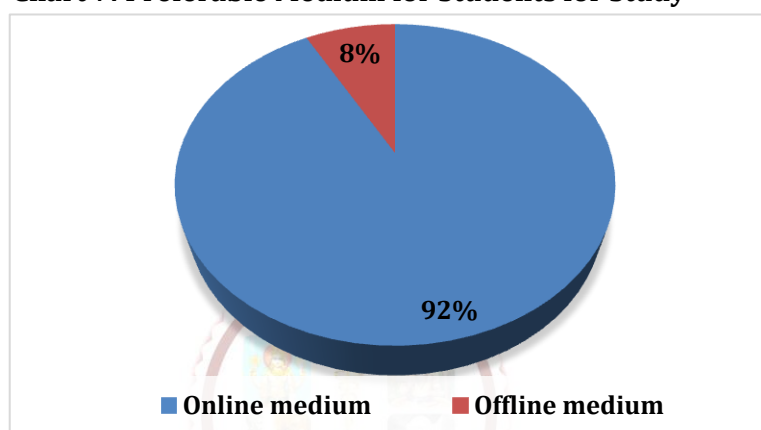


Chart 7: Preferable Medium for Students for Study



Results of Open Ended Questions

Only 48% students, knew about Ayurveda before admission; the majority of them were known to it from the source of family and friends and a very few of them knew about it from school period or got the information from the print/digital media or any other sources. [Open ended answer of Table 1(1)]

Approximately 47% of students think there is a need of change in the syllabus; most of them suggested in the subjects of *Shalya Tantra*, *Dravyagunya Vigyana*, *Agada Tantra* and *Samhita* whereas a few of them suggested in *Shalakyia Tantra*, *Kayachikitsa*, *Stri Roga evum Prasuti Tantra* and *Padarth Vigyana*. There are also some suggestions to decrease the modern aspect of the subject in *Shalya Tantra*, *Stri Roga evum Prasuti Tantra*, *Agad Tantra* and *Kayachikitsa*. [Open ended answer of Table 1(2)]

In teaching methodology, approximate 75% and 60% of students want to change the practical aspect and examination aspect of teaching respectively. Majority of students want more practical/clinical aspect of learning and more exposure to patients whereas with regards to examination aspect they want one day's break in between theory papers and are not satisfied with the protocol for the practical examinations. [Open ended answer of Table 1 (4)]

In the present era, 63% students found chalk and board teaching pattern is more convenient than the Power Point presentation or any other digital platform. They feel they are more focused and concentrated and can maintain better eye contact in the classical teaching pattern. Another 47% of students who found Power Point Presentation or any other digital platform is more convenient and feel it is easy to understand the concepts with the different coloured diagrams, videos and easy accessibility of the material. [Open ended answer of Chart 6]

DISCUSSION

48% of students who knew about Ayurveda before taking admission, the majority of them knew about it by their family and friends and a very few of them knew it from school period or other career advancement program which indicates, there is a need to create awareness about Ayurveda and its basic knowledge from school period [Table (1)].

On the basis of responses we received with regards to teaching methodology; the majority of students want a change in a practical aspect of teaching which highlights there is a lacuna to their exposure to patients and they also want to learn subject more on their clinical applicability and the

responses we received for exam point of view, students want a day's break in between the theory paper which recommends students need sufficient time to revise the subject and we need to rethink about our examination pattern for their better performance [Open ended answer of Table 1(4)].

In 1st Prof. B.A.M.S., students found *Padarthvigyana* and *Rachana Sharir* most difficult; it could be due to philosophical aspect of *Padarth Vigyana* might be difficult to understand for the students of science stream, whereas, in *Rachana sharir*, syllabus bifurcation of Ayurveda and Modern Anatomy is 1:3 and the co-relation between modern anatomy & Ayurvedic *Rachanasharir* could be beyond their understanding [Table 2(1)].

Regarding 2nd Prof. B.A.M.S. difficulty in *Dravyaguna* was highest, followed by *Rasashastra* and *Bhaishjya Kalpana* could be due to the subject length as well as the nature of the subjects which requires the maximum capacity to mug up and rote Learning. [Table 2(2)]. The more memorizing of data in rote learning may help remember and for exams but conceptual learning is the one that makes education a valuable asset.^[3]

Stri Roga evum Prasuti Tantra and *Agadtantra* subjects were found most difficult in 3rd Prof. B.A.M.S. due to the inclusion of modern aspect in the syllabus and students might not be getting sufficient practical exposure to it [Table 2(3)].

In 4th Prof. B.A.M.S., *Shalakyatantra* and *Shalyatantra* subjects are the most difficult; it could be due to the no. of classification of the diseases specifically in *Shalakyatantra* which forces students for rote learning maximum. Whereas, in *Shalyatantra* limitations for the applicability of the modern procedures as well as the ancient methods of Ayurveda procedures are not in practice at present which leads to misinterpretation and difficulty in subject understanding [Table 2(4)]. Conceptual learning lies at the core of higher education and helps students draw from what they have learnt and apply it was required.^[4]

More than 50% response was in favour of PG Study in the Ayurveda radiation urges the requirement of more PG seats for Ayurvedic students. The number of cumulative responses which includes students' interest for PG in Ayurveda and Ayurveda Practice after completion of B.A.M.S. was more than 75% which can be considered a very positive response for the growth of Ayurveda. Only 8% response was observed in favour of PG in other stream which could be due to the lack of knowledge about the career scope after completion of B.A.M.S. hence the proper guidance should be given to enhance their knowledge for the

further career planning. Less than 20% response was observed in the General Practice which is a very positive sign for students' faith and confidence towards Ayurveda practice [Chart 2].

The vast difference was observed in students' choice for the PG in clinical and non-clinical subject which is the further indication for the need of guidance towards the importance and applicability of non-clinical subjects not only for further career opportunity but also for the clinical practice [Chart 3].

In study by Sadaf Nawaz^[5], it was observed that there are few common family rules about young people's use of mobile phone. In fact many young people (58%) reported that there are no rules set by their parents about their mobile phone use and only (12%) reported that their parents used removal of their mobile phone as punishment. It is also found that some young people's sleep is disturbed when friends call them on their mobile phone to talk or when a text message is deposited.^[6] In this study we have observed that the usage of mobile phone is the new distraction for students in the current era and during the forced online education, it's become a new addiction for them. As on average, on a daily basis more than 60% of students are using mobile phone for two or more than two hours for entertainment purpose, and surprisingly only near about 30% students are using it for educational purpose! [Chart 4]. This data is an alarm to restrict the usage of mobile phone for students by their parents as well as the educational institute and for that mobile or electronic gadget with limited access should be provided and a regular watch to be kept on their overall usage to prevent their mental and physical health.

Surprisingly, in this Digitech era, 63% students are more convenient with the classical teaching methodology, i.e., chalk & board instead of a Power Point presentation and other digital platform which indicates the eye to eye contact and individual focus is more effective for students to concentrate, whereas 47% students are more comfortable with the colourful diagrams and relative videos [Chart 6]. In study by Waheeda et al^[7] it was observed that the short term retention of facts was less with PPT, and hence student in PPT group obtained less scores and more number of students preferred blackboard (60%) over PPT (45%). In this study, data suggests that a combination of chalk & board and inclusion of only relative videos and colour diagrams in a presentation form would be much more convenient for students not only to understand the subject more deeply but also to focus and concentrate. In study by Bhupendra Marotrao Gathe^[8], students feedback favoured PPT for pictorial representations and CB for topic understanding.

CONCLUSION

This survey was conducted to get an idea of students' perceptions, suggestions and problems during their B.A.M.S. study and also to identify the factors where any further change can be suggested for their betterment. The findings indicate that students want a change in current teaching methodology mainly with regards to practical and examination aspect; they want to have more practical exposure to patients and clinical application base study in non-clinical subjects too. One most interesting finding in this Digitech era, is instead of Power Point presentation, students prefer more of chalk & board pattern of teaching and for their better understanding of the subject this classical teaching pattern can be combined and only relative videos and colourful diagrams should be included in the presentation. Usage of mobile phone for the entertainment purpose is found more than the education purpose which draws our attention to the need to develop the gadgets with limited access for students or to restrict its usage by keeping a control over it by any means.

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