

Research Article

A Research Article on the Perception of First Year MBBS Students Towards Understanding Anatomy

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Abstract: Anatomy to the first year MBBS students is a difficult subject to understand. This is mostly because of the difficult terminologies, figures relations and many other reasons. There have been many changes done by the Medical Council of India in few years in the previous teaching patterns. All these were taken into consideration to know the outlook of students towards the subject anatomy. The objective is to obtain the student's feedback about the teaching and learning methodologies which are used, so that their suggestions could be used in planning the most effective teaching. A semi structured questionnaire was given to the students to get their feedback. Classic teaching method along with use of new technologies were liked by most students. Mixture of both English and Hindi language in the lecture was preferred by most. The feedback of the students is necessary for the betterment of themselves as well as department.

Keywords: Anatomy, learning methodologies, student's feedback

INTRODUCTION

Anatomy is one of the core subjects in the first professional MBBS course, which has the maximum number (almost 50%) of teaching hours [1]. Medical Council of India (MCI), through the Regulations on Graduate Medical Education [2], proposed the introduction of a 'foundation course' for a period of two months, prior to a study of the preclinical subjects in Phase I MBBS. Through the foundation course, the MCI has laid stress on a gradual orientation in the core subjects, instead of abruptly starting the teaching of the core subjects from the very first day. Students learn from the lectures by listening, observing, summarizing and through note taking [3]. According to the MCI guidelines, though lectures should not occupy more than 1/3rd of the teaching hours in the MBBS course, their importance cannot be ignored. Lectures can be supplemented with audiovisual aids for better illustrations, clarity and learning [3],[4].

METHODOLOGY

The present study was done in the Department of Anatomy of Bundelkhand Medical College, Sagar. The participants were 100 1st Prof MBBS students of the session 2013-14. A semi-structured questionnaire was provided to all the students. This had questions regarding understanding of the anatomy, what part of anatomy was most difficult, which were the better aid to teaching the concerned subject, whether the use of too much of English in anatomy lectures not taken up easily

by the students and their free suggestions regarding the changes in teaching pattern.

Questionnaire that was given to the students:

Feedback Form For Better Understanding Of Anatomy

1. Whether there should be use of OVER HEAD PROJECTORS, POWER POINT PRESENTATIONS OR PROJECTED DIAGRAMS at the time of anatomy lectures?: YES / NO
2. If YES, then should the lectures be combined with TRADITIONAL CHALK & BLACKBOARD METHOD of teaching anatomy?: YES / NO
3. What according to you is the best way of understanding ANATOMY LECTURES?: CLASSIC CHALK & BLACKBOARD METHOD. TECHNOLOGIES: OHP, POWER POINT PRESENTATIONS, PROJECTED DIAGRAMS or BOTH COMBINED TOGETHER
4. Which according to you are the better ways of assessing your knowledge of anatomy? (you can mark more than 1 option)
1. MCQs 2. PCTs 3. Sessionals =4. Extempore 5. Viva-voce
5. Whether tutorials & seminar presentations be included as a part of teaching anatomy at

BMC,SAGAR?
YES / NO

6. Should the lecture be taken in HINDI / ENGLISH / MIX OF BOTH ?

RESULTS

The classic chalk and boards teaching was preferred by almost 34% of the students. Combined method of teaching that is the classic chalk and board

along with the use of OHP, LCD projectors was favoured by 56% of the students. Only 10 % liked power point presentations. 30% of the students faced a difficulty in understanding the lectures completely in the English .60% liked the lecture to be taken with a mixture of Hindi and English. For the assessment of knowledge most of the students were in favour of part completion test, viva voce and MCQs.

Table-1: Assessment of the various student feed back form.

S.No.	Questions	Options	Results (%)
1	best way of understanding ANATOMY LECTURES	Classic Chalk & Blackboard Method.	34
		Technologies: OHP, Power Point Presentations, Projected Diagrams	10
		Both Combined Together	56
2	better ways of assessing your knowledge of anatomy	1. MCQs	70
		2. PCTs	65
		3. Sessionals	58
		4. Extempore	43
		5. Viva-voce	80
3	Whether tutorials & seminar presentations be included as a part of teaching anatomy at BMC,SAGAR?. YES / NO	yes	100
		No	0
4	Should the lecture be taken in HINDI / ENGLISH / MIX OF BOTH	HINDI	30
		ENGLISH	10
		MIX OF BOTH	60

DISCUSSION

30% faced difficulty in understanding the lecture in English .This is supported by the study done by Swadi which states effective communication skills depend on the fluency in English[5]. Another study which was done in Bangladesh also noted that most of the students faced considerable difficulty with English as a medium of instruction for Anatomy [6]. Course assessment instruments such as feedbacks, help the faculty in identifying the strengths and the weaknesses of their teaching and evaluation methods [7], [8]. Currently, the student’s feedback represents the primary means which is used by most of the programmes to assess their methodologies [9]. A majority of the students elicited the judicious use of chalk and boards with OHPs or power point presentations [10] . Traditional classes with blackboard presentations were mostly favoured by the students in the biomedicine and the medicine courses[11] as clearly depicted in this study.

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