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A Comparative Evaluation on effective perception of *Aamottpati Siddhant* to 3rd BAMS students by traditional method (tree diagram) versus Audio-Visual method.

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ABSTRACT

Effective teaching plays very significant role in acquiring knowledge with long term impact and remembrance. In teaching process many times we focus on factual recall rather than reasoning skills or understanding something better where learners are not actively involved. In this study students of 3rd phase BAMS were taught *Aamottpatti Siddhant* by Traditional Method (Tree Diagram) versus Audio-Visual Method. Student were familiar of traditional method of teaching however after introducing audio visual method, interest in lecture was increased in students. Audio visual method can be associated with the traditional type of teaching method. Teaching by Audio visual method is interesting to student as well as teachers.

Key words: *Aamottpati Siddhant*, Audio visual aids, Tree Diagram, Teaching methodology.

INTRODUCTION

Ayurveda is a science dealing with healthy life. In Ayurveda colleges all doctors are involved in teaching at their concerned institute for various subjects. Many of them might have been doing this job enthusiastically with dedication and devotion. Conventionally there is an assumption that if a person simply knows a lot about their subject they could teach it very well. However in the modern techno savvy era although subject expertise is essential it is not adequate. Effective teaching (with the help of tools) plays very important role in acquiring

knowledge with long term impact. In teaching process many times we focus on factual recall rather than reasoning skills or understanding something better where learners are not actively involved.^[1]

In Ayurveda many theories are described by various *Acharyas* based on assumption.^{[2],[3]} Teachers teach it by their conventional method to the students. In this scenario student has some difficulty in understanding the theory properly. But by applying the knowledge of technology, this problem can be overcome. Among them one of theory '*Aamottpatti*' which is responsible for any disease etiology. Uptill now students only learns by traditional i.e. tree diagram method and makes its assumption. So it get difficult to them to understand it in a simple way and this may hamper their skills when dealing with counseling of patients regarding any disease etiology.

Context of the Study

As every theory is essential in understanding that topic, one need to percept it in better way. This is important for students in exam as well as practical point of view as they might be able to remember it well. By this video-audio method student will have better perception about disease patho-physiology. As

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of now teachers have been teaching them by didacting lectures, but this method will add benefit into student's perception about disease process. In future this method can be adopted for the other subject or disease too.

Effective teaching plays a very significant role in acquiring knowledge with long term impact on understanding of students. In teaching process many times we focus on factual recall rather than reasoning skills where learners are not actively involved and little opportunity is given for reflection of the learner.

The subject of *Kayachikitsa* is introduced to the 3rd BAMS students, which involves teaching and learning of history taking, examination, patho-physiology (*Samprapti*) of various diseases. To understand the Pathogenesis, concept of *Ama* is very essential to know by logically. To overcome these lacunae, it is very important to impart effective learning strategy so by understanding such vague term or concept, visual method adds more clear idea of getting this subject.

MATERIALS AND METHODS

Review of literature

It was done from various textbook, journals, internet regarding teaching learning methods by audio-visual methods.

Equipment:

1. Laptop
2. LCD projector
3. Feedback form
4. Questionnaire

Study design

Group A: Intervention – Teaching '*Aamottopatti Sidhhant*' by traditional method.

Group B: Intervention – Teaching '*Aamottopatti Sidhhant*' by Audio-Visual method.

OBSERVATIONS AND RESULTS

Feedback form and a questionnaire form were taken from III BAMS student of Group-A after teaching

'*Aamottopatti Sidhhant*' by traditional method and same were adopted for Group-B also.

Next, again feedback was taken from student after teaching the same lecture with audio visual methods. Total 60 students participated in this study. Following feedback obtained for every point.

Grade	Opinion
1	Strongly disagree
2	Disagree
3	Neither agree nor disagree
4	Agree
5	Strongly agree

Feedback from students

How will you rate Traditional Recitation of *Shlokas* on the statements given below.

Table 1: Traditional method of learning *Aamottopatti Sidhhant*

Statement		1	2	3	4	5
Helps you learn process easily	No. of students	1	9	13	5	2
	%	3.33	30	43.33	16.67	6.67
Helps you more to understand	No. of students	0	18	6	4	2
	%	0	60	20	13.33	6.67
You would prefer this method to be taught in future	No. of students	2	11	15	1	1
	%	6.67	36.67	50	3.33	3.33

Helps you in effective perception in oral exam	No. of students	0	13	10	6	1
	%	0	43.33	33.33	20	3.33
You will recommend this methods to others	No. of students	0	13	8	8	1
	%	0	43.33	26.67	26.67	3.33
You can elaborate the disease pathology to patient in easy way	No. of students	4	16	9	1	0
	%	13.33	53.33	30	3.33	0
Average (%)		3.88	44.44	33.89	13.89	3.88

It was observed that, there is quite variation seen in opinion of student regarding various aspect of understanding the lecture by traditional methods. Very few students 3.88% were strongly disagree, 44.44% were also disagree for the deductive type of lectures, while 33.89 were neutral. Near about 13.89% students agreed and 3.8 shown strongly agree on this method.

Table 2: Audio Visual method of learning 'Aamottatti Sidhhant'

Statement		1	2	3	4	5
Helps you learn process easily	No. of students	0	0	3	19	8
	%	0	0	10	63.33	26.67
Helps you more to understand	No. of students	0	0	1	19	10
	%	0	0	3.33	63.33	33.33

You would prefer this method to be taught in future	No. of students	0	0	3	17	10
	%	0	0	10	56.67	33.33
Helps you in effective perception in oral exam	No. of students	0	0	4	16	10
	%	0	0	13.33	53.33	33.33
You will recommend this methods to others	No. of students	0	0	3	18	9
	%	0	0	10	60	30
You can elaborate the disease pathology to patient in easy way	No. of students	0	0	1	20	9
	%	0	0	3.33	66.67	30
Average (%)		0	0	8.33	60.56	31.11

In above table, it was observed that, there no student who has shown no any disliking. Only 8.33% were neither agree nor disagree.

However, 60.56% student were agree on this type of teaching method while 31.11% student shown interest in audio-visual type of teaching.

Table 3: Comparison between two methods.

Statement	Methods	1	2	3	4	5
		Strongly disagree (%)	Disagree (%)	Neither agree nor disagree (%)	Agree (%)	Strongly Agree (%)
Helps	TM	3.33	30	43.33	16.67	6.67

you learn process easily	VM	0	0	10	63.33	26.67
Helps you more to understand	TM	0	60	20	13.33	6.67
	VM	0	0	3.33	63.33	33.33
Prefer this method to be taught in future	TM	6.67	36.67	50	3.33	3.33
	VM	0	0	10	56.67	33.33
Helps you in effective perception in oral exam	TM	0	43.33	33.33	20	3.33
	VM	0	0	13.33	53.33	33.33
Recommend this methods to others	TM	0	43.33	26.67	26.67	3.33
	VM	0	0	10	60	30
Can elaborate the disease pathology to patient in easy way	TM	13.33	53.33	30	3.33	0
	VM	0	0	3.33	66.67	30
TM - Traditional method, VM - Audio Visual method						

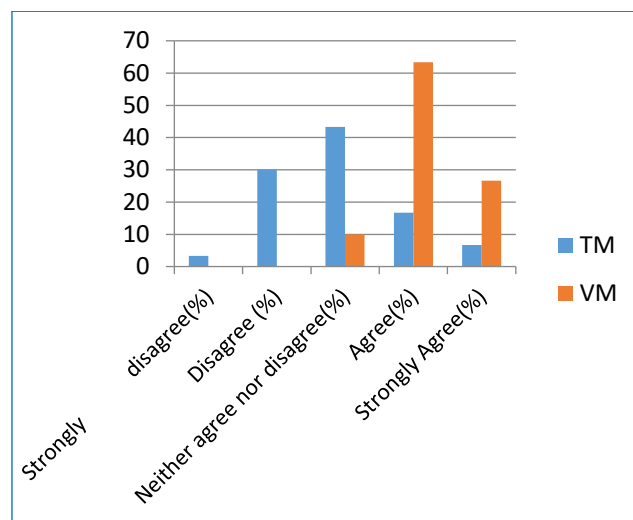
It was seen that, student were more agree and strongly agree to this method of teaching i.e. audio visual method compare to traditional method.

DISCUSSION

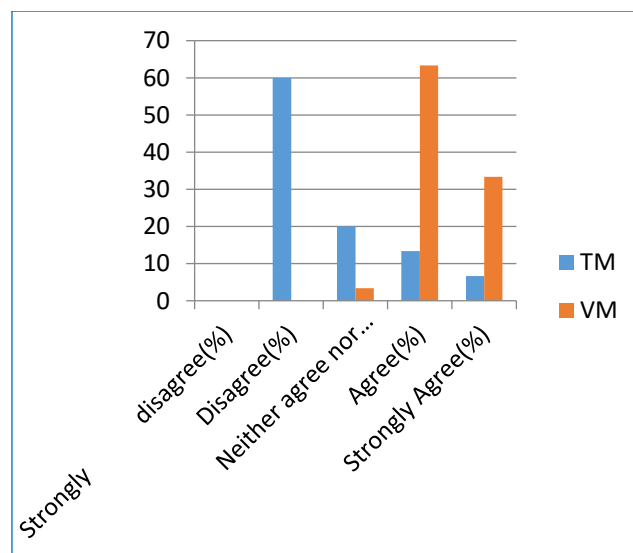
Students were familiar of traditional method of teaching however after introducing audio visual method, interest in lecture was increased in students. After lecture feedback was obtained from student. It was blinded i.e. no name or any identity not asked on feedback form of students.

It was seen from above table no. 3 for the feedback obtained from the student against the Traditional method was more in side of disagree while for audio visual method it seen in strongly agree and agree side.

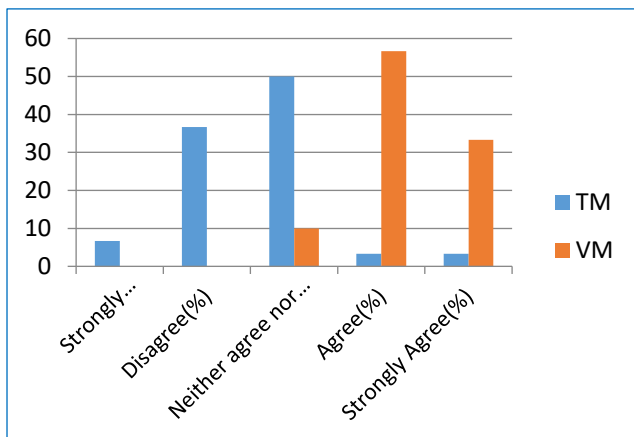
Graph 1: Showing scores for both method in learning process easily



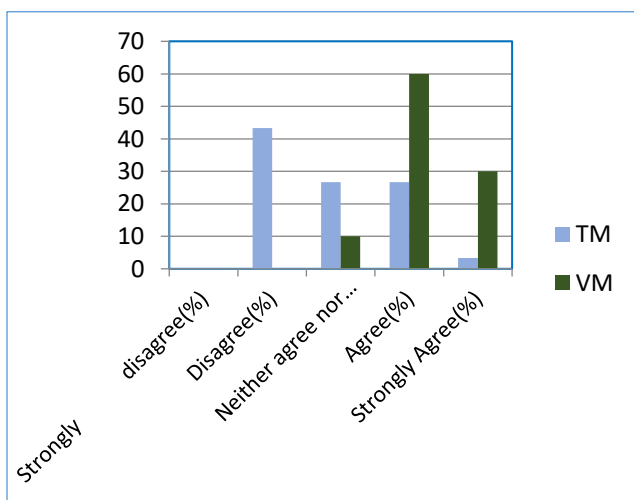
Graph 2: Showing score for both method in understanding the subject.



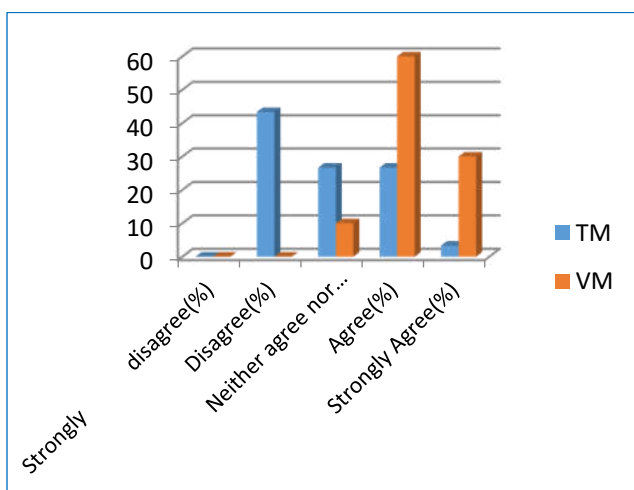
Graph 3: Showing the preference about future teaching method.



Graph 4: Showing the opinion about effective perception by each method.



Graph 5: Showing opinion of student regarding recommending this methods to others.



From above observation it can be concluded that more number of students agree and most of student Strongly agree on Audio visual method for learning the *Ammotpatti Siddhant*. While in traditional method i.e. deducting type of lecture many response were neither agree nor disagree and most of response were disagree.

CONCLUSION

Audio visual method can be associated with the traditional type of teaching method. Teaching by Audio visual method is interesting to student as well as teachers. Learning capacity of student can be enhanced with this method.

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