

Ancient Teaching Learning Method - Guru Shishya Parampara

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Abstract:

Academic knowledge is the basic requirement of health professionals during their clinical practices. Traditional teaching learning methods are well explained in Ayurvedic text. Adhyayan (study), adhyapana (teaching) and tadvid sambhasha vidhi (discussion) is mentioned as teaching components of Guru Shishya Parampara (GSP). In the present study Guru (mentor) gives his knowledge to shishya (disciple) by adopting the principle of GSP. This study randomly enrolled 17 students of final B.A.M.S. with an aim to enhance the self-directed learning among students and to improve the academic performance. Pre and post study evaluation was done by MCQ test and feedback was obtained on a questionnaire. Data obtained was analyzed statically with help of paired t test. It is concluded that GSP was useful to enhance the learning with significance level $p < 0.0001$.

Keywords – Guru shishya parampara (GSP), adhyayan, adhyapan, sambhasha

Introduction:

Medical education is summarized as the teaching of different paradigms and formulas from the basic sciences later applied in clinical disciplines and medical practices (1). The academic performance of health professional students is not up to the level of satisfaction due to various factors like stress, lack of revision due to stipulated time period, students with poor motivation and all this factors contribute to gloomy picture.(2)

“Guru Shishya Parampara” (GSP) is the method of teaching and learning given in the texts of Ayurveda. In the system of Gurukul the disciple was staying with the Acharya, share maximum time to get complete knowledge of the subject (3,4). With this principle of GSP teachers gave quality time to their students for explaining the subject and solving related queries thus students are at the centre of learning process, with a range of resources in hand to be used as needed. On the basis of GSP component Adhyayan, Adhyapan and Vidvat sambhasha (5) this student centric learning instruction is tailored to individual need by empowering learners to control their educational experience, including opportunities for repetition and deliberate practice with structured guidance (6). Learning can be augmented by immediate or delayed repetition and by self-testing, which helps the learner to make the new knowledge or skill explicit (7).

This learning method is having three components. In Adhyayan students were informed about the topic of next class and they were guided for the source of information to prepare for the class. In Adhyapan the topic was explained thoroughly and the queries were solved in the class. In sambhasha one student from class was asked to brief the topic and remaining helped to complete if some points were

forgotten like this the whole topic was completed. This type of guided self-learning and teaching method helped to make them perfect physician. The class test and feedback of the student was reported.

Aim:

To improve the academic performance of students.

Objectives:

To develop self-directed learning in the final year students.

To develop interest in subject and improve their scoring.

Materials and methods:

Methods

Total 17 students of final BAMS were selected for the study with the permission of Institutional Ethics Committee. The first portion of final BAMS subject of kaumarbhritya syllabus was completed by using regular method of teaching and learning. The subject syllabus is designed by the subject experts committee of the university and they divided it in three parts on the basis of level of difficulties and required time to complete it. The first portion completion test was done in the month of July. The obtained marks in the test of students were used as the data record of their academic performance.

Ancient method of GSP was used as a new teaching learning (TL) method for the next portion of the same topic. The objectives and design of this method was explained to the students. This TL method has three stages, adhyayan (study), adhyapan (teaching), sambhasha vidhi (discussion). In adhyayan students were pre intimated about the topic

and they were guided to the site of information for their preparation. In adhyapan the topic was explained thoroughly and the queries were solved by Guru (teacher) in the class. In sambhasha vidhi a group of students from class were asked to present the topic and remaining actively showed their participation to complete the topic, if some points were missed. Likewise the whole topic was completed. After completion of second part of university syllabus the part completion test of the student was conducted.

This test marks were taken as data record to their final academic performance for this teaching and learning method. The feedback of this new method of TL was reported from all the participants of this study.

Results (Observation and Evaluation):

Data collected from text and feedback was evaluated accordingly.

Observations: 17 students of the Final BAMS class were selected for study. Before starting with new method of teaching, previously taught syllabus test was taken and after completing the syllabus with new teaching method test was taken again. These two test records were compared and evaluated.

(Table 1, Fig 1)

Table 2 shows feedback obtained from the students on GSP and the traditional TL method

Table 3 and Fig 3 shows shows SD and mean of scores of traditional and GSO method

Table 1: Comparison of marks obtained by traditional and GSP methods of TL.

Academic Performance of Students Before and After Adopting GSP Method				
Roll No.	% of Test 1		% of Test 2	
	Test - 1	Test 1	Test - 2	Test 2
	Max 30		Max 30	
1	8	26.67	27	90.00
2	17	56.67	30	100.00
3	17	56.67	30	100.00
4	10	33.33	27	90.00
5	18	60.00	29	96.67
6	15	50.00	27	90.00
7	18	60.00	30	100.00
8	21	70.00	28	93.33
9	15	50.00	28	93.33
10	12	40.00	28	93.33
11	15	50.00	28	93.33
12	18	60.00	30	100.00
13	18	60.00	30	100.00
14	12	40.00	27	90.00
15	13	43.33	27	90.00
16	16	53.33	27	90.00
17	16	53.33	26	86.67

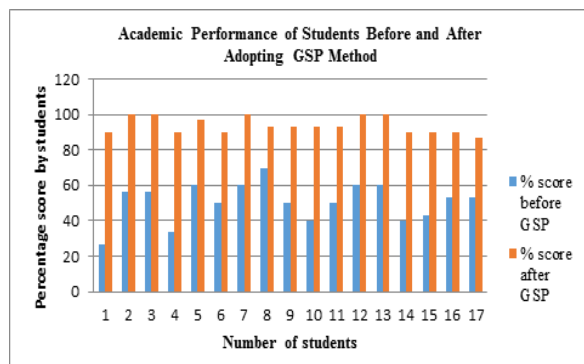


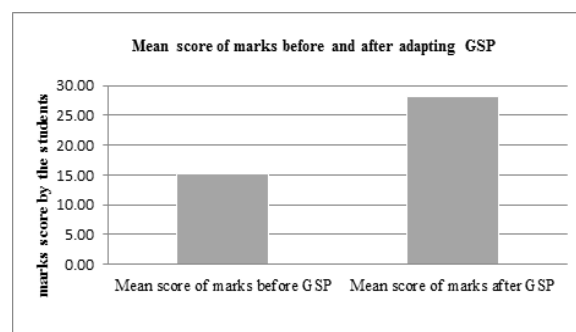
Fig. 1: shows the academic performance of the students in their completed syllabus tests taught by two different methods of teaching and learning.

Table 2: Shows feedback regarding traditional and GSP methods of TL.

Students Feedback for Teaching Learning Method				
	Good	Better	Excellent	Total Students
Traditional method of TL	12	5	0	17
GSP method of TL	0	8	9	17

Table no. 3: Shows SD and mean of traditional and GSO method

TL Method	SD	Mean	p value
Traditional TL Method	3.33	15.24	P<0.0001 t=19.25 df=16
GSP TL Method	1.38	28.18	



Graph no. 2: showing Mean score of marks before and after adapting GSP

Discussion:

Comparing the result of last five batches of final B.A.M.S. students we came to conclusion that their attitude toward educational system was not attentive and sincere with very disappointing fact that students are quite dissatisfied with the educational system.. We all agree that there is a huge difference between the education system and quality of education between the developing countries and the developed ones with limited resources [8]. This study

is the transition toward the ancient system of teaching learning method of the Ayurvedic Guru Shishya Parampara for medical fraternity. In this study period maximum time and attention was given to students. In today's situations the physical presence of the teacher was replaced by their on line availability and instruction accordingly. Medical faculties are working on introducing modern teaching techniques and offering all available information technology to their students. Satisfaction of students with use of information technology in medical education is noticeable, this specially being the case with biomedical faculties in Bosnia and Herzegovina[9,10,11]. This study using the ancient old TL methodology developed the capability of self learning skills in students. They collected the topic related material from various sources and updated themselves for class discussion. Thus they developed interest in the subject. The repetition of topic helped to clear the basics and improved the level of confidence that helped them in clinical classes. Students assessment test record shows improvement in the academic performance of student previously the average mark score of the class was 50.78% it went up to average 93.92% mark score by the students. This type of reforms of the medical education system must be performed as soon as possible in accordance with the needs and possibilities. The health sector and especially medical education are one of the most evident potential beneficiaries of the internet revolution and World Wide Web as a resource. Basic skill of use of computer and network must be a part of all future medical curricula[12].

Conclusion:

This study shows that students were very satisfied with the GSP as a new TL method. It developed the capability of self learning skills in students. Basic knowledge acquisition by preparing for the upcoming topic for lectures, collecting the topic related material from various sources and updating themselves for class discussion were the highlights of the study. Students improved decision making skill, co-ordination and developed interest in the subject. The repetition of topic helped to clear the basics and improve the level of confidence that helped them in clinical classes. Student assessment test record showed improvement in the academic performance of student. Practical approach, team work and repetitive practice improve psychomotor skill.

We strongly believe that GSP can give new direction to study the Ayurvedic text and be the ray of light for medical education system.

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