

A Short Study To Evaluate Effectiveness Of Class Room Teaching Versus Community Based Learning Among Medical Students.

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Back ground: Class room teaching was previously pronounced as (Didactic lecture) most commonly performed in teaching and learning methods to cover a vast portion of the syllabus in medical curriculum(1). There is a need of community based approach in understanding the concepts and practice, which is a lacuna in the syllabus that has to be addressed in the curriculum (2). Hence the study is done to evaluate the effectiveness of Class room teaching (Didactic lecture) versus Community based learning among on common topics for Medical students. **Methodology:** A Control design to find out the effectiveness of Class room teaching versus Community based learning among Medical students. The study participants are done by block randomization in two groups conveniently to allocate the possible effectiveness of the study. **Results:** Out of 50 students who had participated in the study, the overall students showed good responses of 36(72%) and agreed that community based programme was useful for them to analyze the situations pertaining to understanding the disease process in the community rather from a class room teaching. **Conclusion:** The program encourages empathy and understanding; motivates students to learn; encourage the student to gain in confidence; and gives them a greater knowledge of professional roles and responsibilities and the illnesses they need to recognize and treat.

Key words: Empathy, Community based learning

Introduction

Class room teaching was previously pronounced as (Didactic lecture) is most commonly performed in teaching and learning methods to cover a vast portion of the syllabus in medical curriculum(1). Many of the syllabuses in pertaining to the subjects in medical curriculum are difficult to understand the concepts and need or the requirement for the present society. Evolutions of problem based learning are coming incorporated in the medical syllabus for the present generation of students. There is a need of community based approach in understanding the concepts and practice, which is a lacuna in the syllabus that has to be addressed in the curriculum (2). A practically available topic of the current syllabus is not discussed appropriately in the didactic lecture.

Objective of the study: To evaluate the effectiveness of Class room teaching (Didactic lecture) versus Community based learning among on common topics for Medical students.

Methodology

Study Design: A control design to find out the effectiveness of Class room teaching versus Community based learning among Medical students. The study participants are done by block randomization in two groups by convenient sampling to allocate the possible effectiveness of the study. Randomly allocated subjects of current second phase MBBS students are incorporated based on the inclusion criteria.

This study was be done with the help of pre: oral questioner after Class room teaching as verbal feedback and appropriate community based setting has been created and evaluated in a particular batch of 25 for each group of students to participate. The ethical approval and consideration was not taken for the study.

Results: Out of 50 students who had participated in the study, the overall students showed good responses of 36(72%) and agreed by verbal feedback that community based programme was use full for them to analyze the situations pertaining to understanding the disease process in the community rather from a class room teaching. They were able to have a good amount of empathy to most of the community people which contributed to 43(86%) and able to understand the disease process.

Discussion: Community based teaching and learning is one of the important learning principle in which it makes a teacher a purposeful way of teaching. Explanation of scientific concept can be taken with a view of the habitat of the ecosystem by comparing the new pathway of the disease occurrence and students can realize the concept of disease progression by explaining them with practical examples. Community integration is one of the new concepts of integration of making the students to learn in a better way of practical teaching with the help of community. Community participation also plays an very important role were the students would learn, at least in part, by actively participating in their community for example, and they can take any research project on a local environmental problem. And establishing an academic credit or recognition can be performed (3). In this scenario, students are learning both within and outside of the medical school walls and participatory community-based-learning experiences would be connected in some way to their academic programme.

Conclusion: The programme encourages empathy and understanding; motivates students to learn; encourage the student to gain in confidence; and gives them a greater knowledge of professional roles and responsibilities and the

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illnesses they need to recognize and treat in community. This process will further motivate the students to take up in their career for them to learn and appropriate research can be done to evaluate the process of learning. Since this is a short study verbally performed and there can be further modifications in the research process with appropriate methodology.

References:

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