



# IJAPC

Volume 11 Issue 2,  
2019

[www.ijapc.com](http://www.ijapc.com)

2350-0204

**GREENTREE GROUP PUBLISHERS**



## Introduction of Video Film while Teaching *Kupipakwa Rasayan* as a Learning Tool

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### ABSTRACT

Ayurvedic students need to learn classical procedures. To elaborate those procedures in drug preparation, demonstration and practicals are needed. Whereas in theory lecture , if videos of these practicals used, it can be of great importance. *Kupipakwarasayana* is time consuming and costly practicals, and used in present era.

For this task, video film is used as learning tool to teach *Kupipakwa Rasayana* in *Rasashastra & BhaishjyaKalpana* to undergraduate Ayurvedic Students. Study between practical skill by current learning method and this video study method is discussed in this article. Two different groups of students are compared with these two learning tools. Appropriate statistical study and results discussed.

### KEYWORDS

*Video film, Rasashastra, Practical, Undergraduate, Kupipakwa Rasayan.*



**Greentree Group Publishers**

[Received 18/06/19](#) [Accepted 21/08/19](#) [Published 10/09/19](#)



## INTRODUCTION

Study of *Rasashastra* by various methods plays an important part in the curriculum of 2<sup>nd</sup> year Ayurvedic course of BAMS. *Rasashastra* is studied by various methods like didactic lectures, practical's, visits of pharmacy and most importantly by drug preparation in the practical's of *Rasashastra*. Drug preparation is practiced as a way to study *Rasashastra* since thousands of years. Drug Preparation gives a very good hands on exposure which definitely helps students in better understanding of the subject. But, now a days the course of 2<sup>nd</sup>B.A.M.S. is reduced to 1 year as it was one and half year previously . The academic year is practically reduced by 6 months. Completing the syllabus in this stipulated time is a very difficult task for 2<sup>nd</sup>B.A.M.S. students. Most of the times, one teaches *kupipkwaRasayan* in a didactic lecture due to lack of time.

Due to above mentioned reasons the video film is getting popular as a learning tool in the teaching of *Rasashastra*. Rather than didactic lecture, introduction of video film is better tool to teach preparation of drug i.e *Kupipakwarasayana*.

### Need of the study

Due to insufficient time allotted in the curriculum, the various aspects of

*Rasashastra* like drug purification, *bhasmikaran*, drug preparation etc cannot be studied thoroughly. Use of Video film in the Lecture of *Rasashastra*, will save time which can be used for implementing various curriculum enrichment activities so as to incorporate various aspects of *Rasashastra* for better understanding of the subject.

### AIM

To study efficacy of video film than ordinary dictating lecture to understand *Rasashastrakupipakwarasayana* method in 2<sup>nd</sup> year B.A.M.S. students.

### Competency

2<sup>nd</sup> year B.A.M.S. student should be able to appreciate knowledge and understanding of *kupipakwaRasayan* and improvement in practical skill.

### Specific objectives :

Learners objectives:

At the end of the programme -

1. 2<sup>nd</sup> year B.A.M.S. students should be able to have better knowledge and understanding of *KupipakwaRasayan* taught by Video film.
2. 2<sup>nd</sup> year B.A.M.S. students should be able to compare improvement in practical skill by current learning method and study method.

Process objectives:



Use of video film serve as an effective educational tool in conducting practical's of *Rasashastra*. It saves time as compared to present method of study.

### Outcome objectives

Short term objective- B.A.M.S. student will get sufficient knowledge by audiovisual effect by video for study of *Rasashastra* and will be able to apply knowledge .

Intermediate objective – B.A.M.S. students will become more competent due to enriched knowledge of *Rasashastra* and training in its practical application.

Long term objective : B.A.M.S. professionals will become more competent and confident.

## MATERIALS AND METHODS

### Inclusion criteria

The students willing to participate in the project were included.

Informed consent was taken from 2<sup>nd</sup> B.A.M.S. students for the participation in the project.

#### • 1st phase of study

• Total no. of students were divided in to 2 batches i.e. A & B

a) 'A' batch was with current learning method group.

b) 'B' batch was regular study group.

c) Time consumed by students to study was noted.

#### • 2<sup>nd</sup> phase of study

**After the completion of Learning,**

a) 'A' batch which was prepared a *kupipakwa Rasayan (Rasasindur)*.

b) 'B' batch which was prepared a *kupipakwa Rasayan (Rasasindur)*.

### Evaluation:

1. Time consumed by students to study practical skill was noted.
2. Structured practical examination of both batches was conducted after completion of preparation of *Rasasindura*.
3. Feedback forms were taken from the students to know their perspective regarding the two different learning methods.

## OBSERVATIONS

### 1. Time taken by students for study

It was noted that ,

I. Time taken by students in the batch of Video film was very less as compared to the time taken by students in the batch of current learning lecture group.

II. Study group batch students got practical skill in depth.

III. All the students from study group batch were able to prepare medicine in given time.

IV. Current learning student group batch always took extra time as they were



supposed to understand by themselves to prepare a medicine.

V. All the students from current learning student group batch were not able to study the given medicine preparation in the allotted time.

**2. The data is presented in tabulated form after assessing the performance of students in terms of marks.**

Two groups are considered i.e. Current Learning method group and Study Group.

**H<sub>0</sub>** :Study group has no significant performance as compared to Current Learning group.

i.e. H<sub>0</sub> (Null Hypothesis):

Marks obtained (Study Group) = Marks obtained (Current Learning Group)

**H<sub>1</sub>** :Study group has significant performance as compared to Current Learning group group.

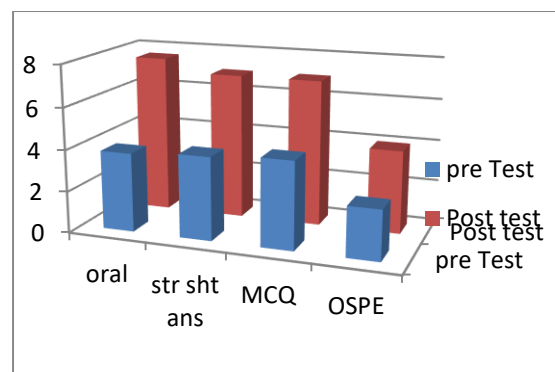
i.e. H<sub>1</sub> (Alternative Hypothesis):

Marks obtained (Study Group) ≠ Marks obtained (Current Learning Group)

The collected data is continuous, randomly selected and independent,

**Table 1** Current Teaching Method

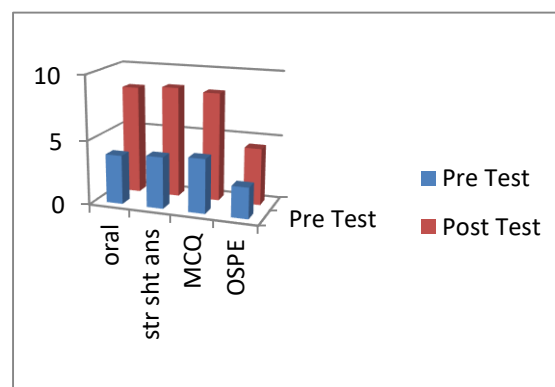
Mean Score	Oral	Structural short ans	MCQ	OSPE	Total
Pre Test	3.8	04	4.2	2.4	14.4
Post Test	7.6	7	7	4	25.6



**Figure 1** Bar diagram of Current Teaching Method

**Table 2** Study Method

Mean Score	Ora l	Structur al short ans	MC Q	OSP E	Tota l
Pre Test	3.8	04	4.2	2.4	14.4
Post Test	8.4	8.6	8.4	4.4	29.8



**Figure 2** Study Method

The table 1 and 2 and Figure 1 and 2 shows the statistical analysis for two different methods of understanding of *Kupipakwa Rasayan* where pre test mean is less than 3.6, which means the difference, is not significant at the end of the study. In other words, it means that the two different methods of understanding *Kupipakwa Rasayan* are equally effective (Dia 1 & 2). In this study it is observed study method observed more effective.



### **Analysis of feedback of students on two different learning methods**

According to the feedbacks obtained from students about 70% students gave feedback in favour of 'Study Method' and about 30% students gave feedback in favour of 'Current Teaching Method'.

Remarks in the feedbacks of students as

1. Study Method is more interesting but Current Teaching Method is equally effective
2. Study Method is more effective understanding subject.

### **DISCUSSION**

1. The two different methods of understanding *KupipakwaRasayan* are equally effective.
2. In case of Medicine Preparation, it is observed that Study method was more effective.
3. Students from both the groups were able to identify the different *KupipakwaRasayan*; performed *KajjaliPuran, YantraSthapan, Agni, Shalaka Sanchalan, Mudran & Chedan*
4. Time taken by students in Study method was very less as compared to the time taken by students of Current Teaching Method.
5. Students are more satisfied after video film lecture.

So it is of utmost importance to train the students in the view of problem based learning and in practically oriented set up.

This can be achieved by adapting time saving learning methods which are equally effective.

### **CONCLUSION**

1. Study Method is equally or more effective as compared to Current Teaching Method in practical of Rasashastra.
2. Students are more satisfied and confident about their knowledge after video film lecture.

This was a pilot project which needs further study on a large scale which will include a bigger sample and will cover study of all the regions of Rasashastra .



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