



“A SURVEY ABOUT OSCE & OSPE IN BAMS 1st & 2nd PROFESSIONAL TEACHERS.”

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Abstract: In Ayurveda education new assessment methods along with assessment scheme is introduced by NCISM. Despite the broad consensus on the importance of effective assessment, substantial differences often emerge. The goal of this study is to illustrate the basic understanding to practical challenges about OSCE & OSPE in BAMS teachers. A survey was designed and administered via a Google Form. A total 383 responses were recorded in this survey suggesting that while the new methods are inadequately comprehended, there are areas for improvement and standardized guidelines.

Keywords - OSCE, OSPE, NCISM, BAMS

I. INTRODUCTION

Assessment methods play a pivotal role in shaping educational outcomes¹. In Ayurveda education, the introduction of new assessment methods along with assessment scheme, by the National Commission for Indian System of Medicine (NCISM Notification 2022)² marks a significant shift in evaluating student performance. Despite the broad consensus on the importance of effective assessment, substantial differences often emerge in how these methods are understood and applied by educators.

OSCE & OSPE are one of new methods introduced by NCISM in Ayurved Education^{3,4}. They are being used in various countries and educational systems around the world, reflecting their effectiveness and adaptability in different contexts. Preliminary conversations with a select group of Ayurveda teachers about OSCE & OSPE have highlighted significant variability in their understanding & implementation of these assessment methods, suggesting that these differences may be more widespread than previously recognized. To gain a profound comprehension of these differences, a fundamental survey was designed to explore the extent and nature of these disparities.

The goal of this study is to illustrate the basic understanding to practical challenges about OSCE & OSPE in a sample of 1st & 2nd professional Ayurved undergraduate teachers & identify the underlying reasons for these variations.

By delving deeper into these issues, this study aim to provide actionable insights that can inform professional development, effective & uniform assessment practices, and ultimately improve educational outcomes for students.

In literary review of previous survey studies, it is evident that no such survey was conducted among Ayurved teachers. Some studies were cited regarding Perceptions⁵, Knowledge⁷ Role as Examiner⁸, Design & Deployment⁹ and Brief overview¹⁰ in medical & dental faculty and most other was student centric and based on model study. One study was cited in Ayurved deemed university to study Perceptions as an assessment tool in students & teachers back in 2017⁶. Literary review again highlights the need of this survey. Also respondents in the feedback from expressed a strong interest in its results and emphasized the need for this survey. This survey is unique and one of a kind.

II. METHODOLOGY

The questionnaire was designed to capture a range of insights, from basic understanding to practical challenges faced by respondents.

The survey was administered via a Google Form, in August 2024 which included 2 Multiple Choices, 3 Nominal, 4 Binary and 1 Multiple Response Question total 10 compulsory questions. Google Form was widely shared through Whatsapp Messenger to reach target population across various colleges in different states. Participants had the option to respond anonymously. The data collection/responses stopped after the sample size was saturated.

There were about 500 Ayurveda colleges in country by end of 2023, assuming each with an average of 20 teachers from the 1st and 2nd Professional BAMS programs, the total population of teachers is 10,000. Given this population, the calculated sample size with a 95% confidence level and a 5% margin of error, the required sample sizes was approximately 370 to make survey results more reliable and acceptable.

Although Convenience Sampling was employed, to minimize potential bias efforts were made to include a diverse range of participants, encompassing all teaching faculty from lecturers to principals and covering all subjects within the 1st and 2nd Professional BAMS programs from various institute and universities across the country.

For a finite population, the sample size n can be calculated using the formula: $n = \frac{N \cdot Z^2 \cdot p \cdot (1-p)}{E^2 \cdot (N-1) + Z^2 \cdot p \cdot (1-p)}$

Where:

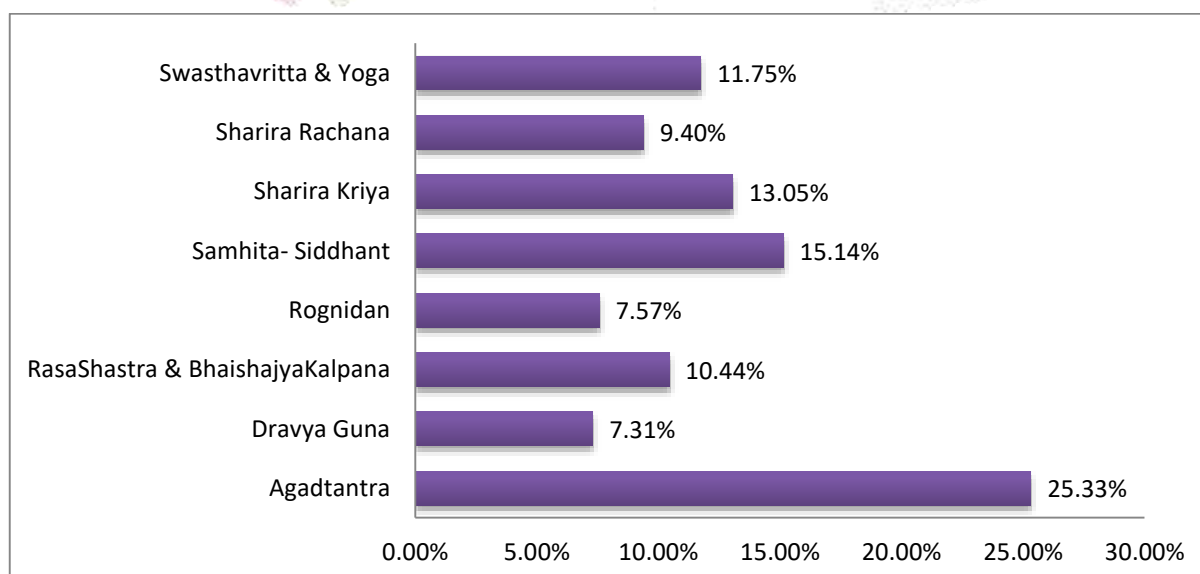
- N = population size (10,000)
- Z = Z-value (1.96 for 95% confidence level)
- p = estimated proportion (0.5 for maximum sample size)
- E = margin of error (0.05 for 5%)

Data Analysis: Quantitative data from closed-ended questions were analyzed using descriptive statistics.

Ethical consideration: All participants given informed consent. The study was conducted as per Helsinki declaration.

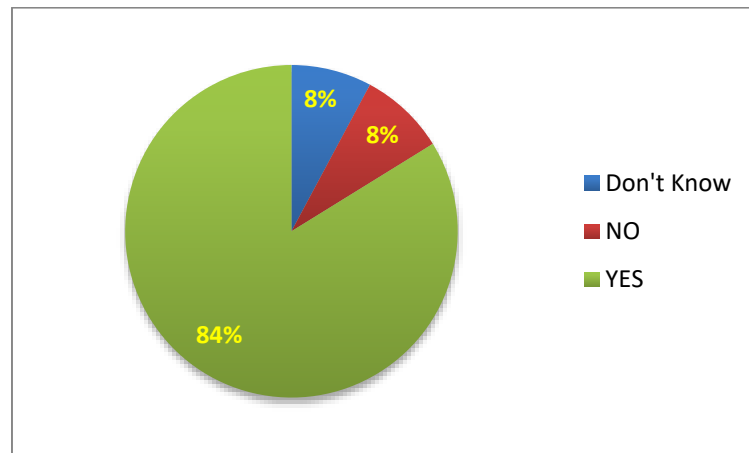
III. OBSERVATION & RESULTS

A total no of 383 teachers responses were recorded in this survey. Out of which 162 were Lectures, 114 Readers 102 Professors & 5 Principals. In which 322 teachers belong to State University, 32 to Deemed University and 29 from other universities. Subject wise, from Samhita Siddhant 58 (represents both 1st & 2nd year), Sharira Kriya 50, Sharira Rachana 36, Rognidan 29, Agadtantra 97, Rasashastra & Bhaishajya Kalpana 40, Swasthavritta & Yoga 45, Dravya Guna 28 Teacher participated in survey.



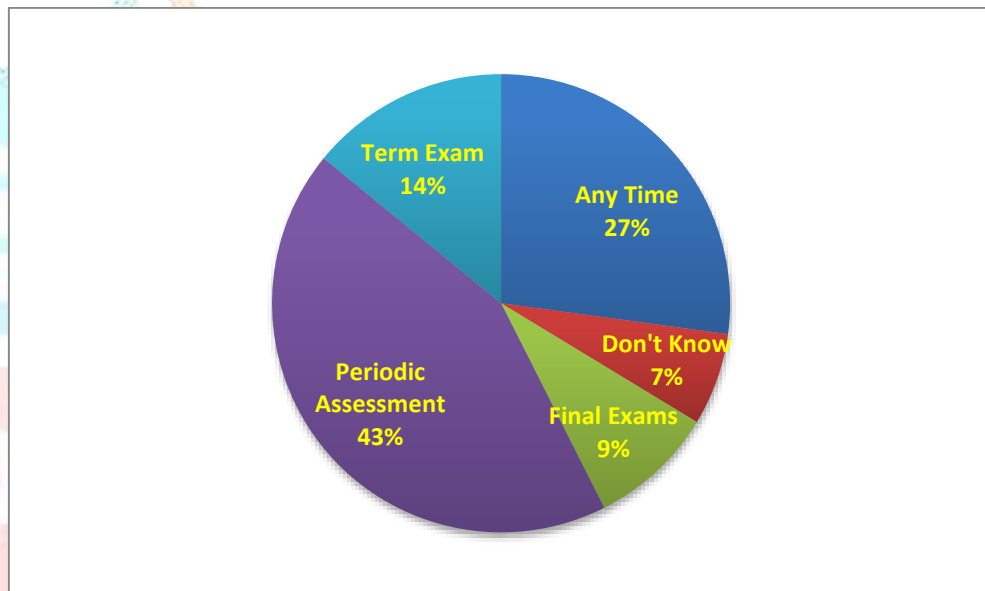
The question wise results of survey are as follows,

1. Is OSCE/ OSPE mandatory as per NCISM (MSE) new curriculum?



About 84 % teachers has opinion that it is mandatory and about 8% had opinion either as not mandatory or didn't know.

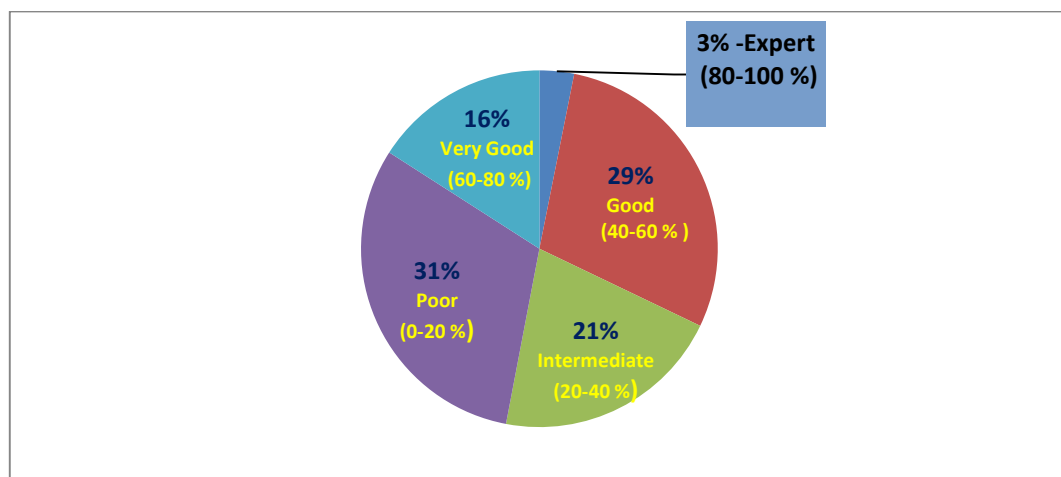
2. As per NCISM (MSE) new curriculum, where OSCE/ OSPE is advised to conduct



About 43 % teachers think it should be conducted during Periodic Assessment & about 27 % say anytime.

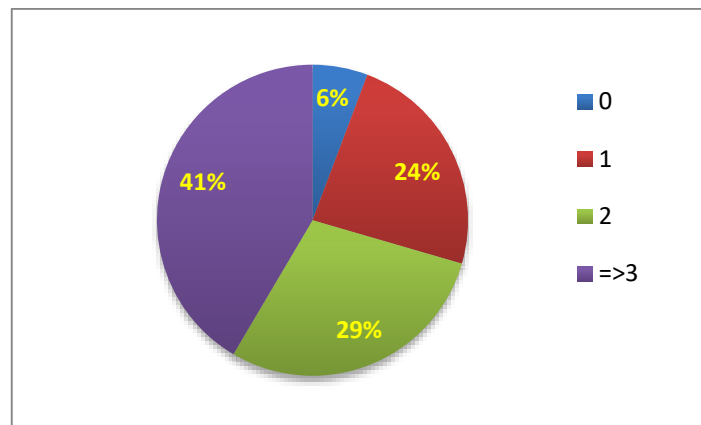
3. Do you have knowledge about procedure to conduct OSCE/ OSPE
About 58 % Says yes they do have and remaining 42% says the don't have.

4. If YES how you will rate your knowledge about it.



About 50 % have Poor to intermediate Knowledge and only 3 % say they have expert knowledge.

5. According to you how many OSCE / OSPE per subject are ideal for an academic year (18 months)?

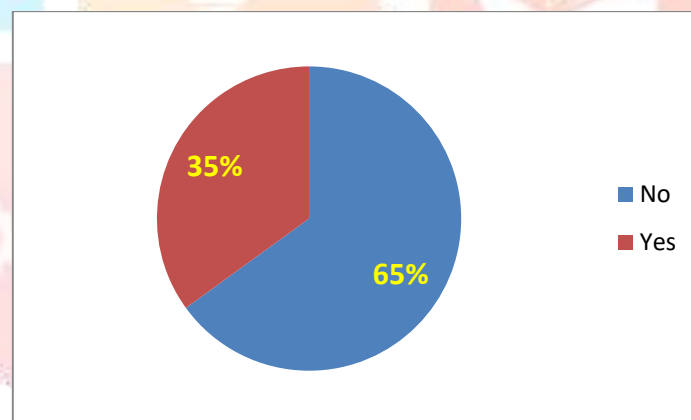


41 % teachers think that 3 or more than 3 OSCE/OSPE are ideal for one academic year and 6 % consider there is no need of it.

6. Has your department conducted OSCE / OSPE?

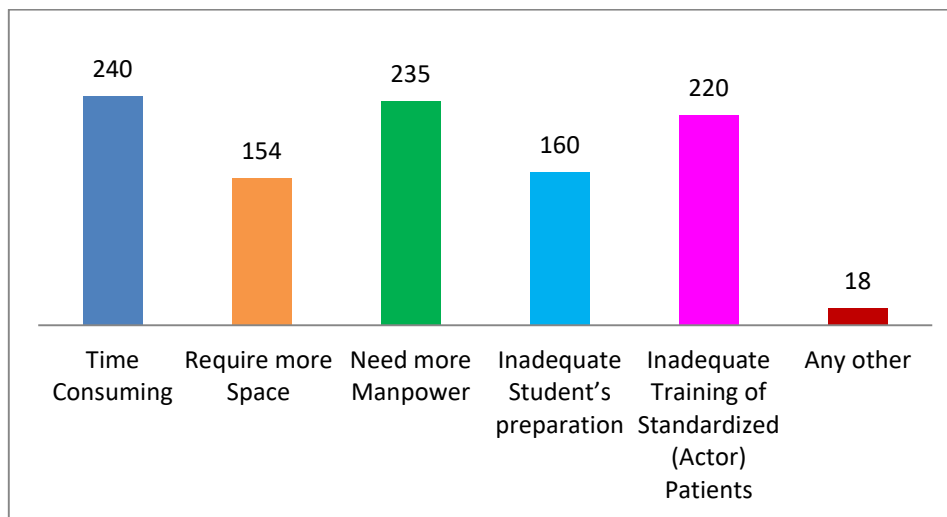
56 % teachers department has conducted OSCE/ OSPE where rest 44% has not conducted it.

7. Did you included other topics of your syllabus also, where assessment type is not mentioned as OSCE / OSPE



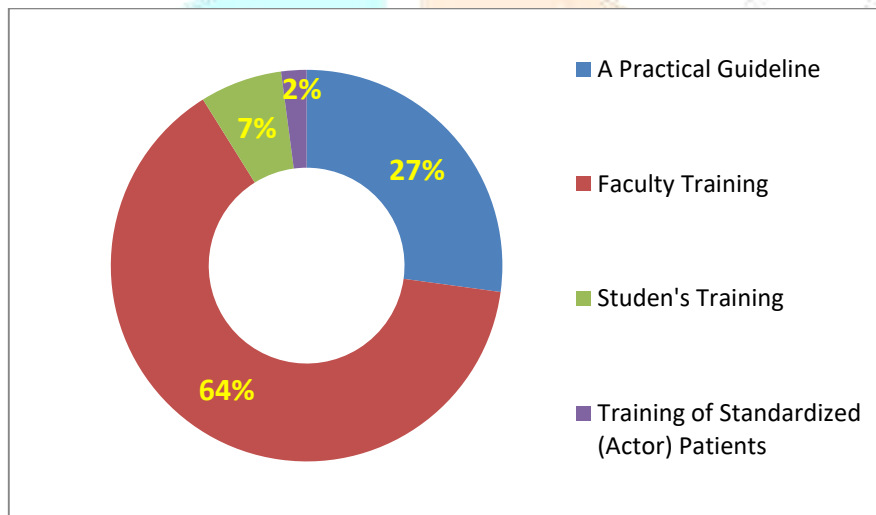
35 % says that they have included other topics of the syllabus also, where assessment type is not mentioned as OSCE / OSPE.

8. What problems you faced / you think you will face for an OSCE / OSPE



Though almost all respondents expressed they have faced / they will face all problems mentioned in survey, while majority says its time consuming and need more manpower.

9. Which one will be helpful in conducting OSCE/OSPE successfully?



64% teachers consider faculty training is required while 27 % say A practical guideline is needed.

10. OSCE /OSPE will play a crucial role in Ayurveda Education

61% of respondents think OSCE/OSPE will play crucial role and 39% said no.

IV. Discussion

New assessment methods were introduced by NCISM, this survey was done to illustrate the basic understanding to practical challenges about OSCE & OSPE in 1st& 2nd professional BAMS teachers.

Majority of the teachers consider OSCE & OSPE as mandatory assessment in new curriculum introduced by NCISM but didn't have sufficient knowledge about when & how to conduct it. This might have been influenced many further responses like the response of ideal number of OSCE/OSPE in an academic year. Which may impact the educational policy's and uniform assessment & outcome. There are only 58% teachers, who's departments have conducted it but very few teachers have expert knowledge this might have encountered majority to face difficulty in all aspects of conducting as found in results. Lacks of proper guidelines about specific procedure & indication have kept teachers in confusion, resulting in less adaptability of these methods. Ultimately importance & implication of these methods were underrated. So many consider OSCE /OSPE will not play a crucial role in Ayurveda Education. Majority of teachers consider faculty training & a practical guideline will be helpful in this regard.

The results of the survey clearly reveal a disparity, might influence educational policy, teacher training programs, or evaluation of student performance. Ultimately impairing the quality of education provided.

The findings emphasize the urgent need for well-defined guidelines, comprehensive training, and standardization to address the identified issues effectively.

V. Conclusion

The survey results suggest that while the new methods are inadequately comprehended, there are areas for improvement and standardized guidelines. Ensuring adequate support and addressing challenges can enhance the overall effectiveness of these methods. To improve the effectiveness of new methods, educational institutions should consider providing additional training and resources. Addressing technical and logistical challenges will also contribute to better implementation and overall satisfaction. The survey results highlight the teachers' perceptions and knowledge about OSCE & OSPE; now respecting their needs is vital.

VI. Scope for Future Research

- The study's limitations include its reliance on convenience sampling and the subjective nature of qualitative responses. Future research could benefit from a more extensive & larger sample.
- Study was limited to OSCE & OSPE a more broader survey could benefit with all new methods.

VII. Conflict of interest: NA

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