

**Impact of personalization of Teaching and Learning methods for UG students grouped by different Deha****Prakriti (Body Constitutions)**

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Conflicts of interest: None to declare

Abstract:

In an effort to provide medical and technical education to build health professionals with additional insight of MET.

This study focuses on how to better meet the individual education needs of the learner. This study sought to

(a) Identify the predominant personality type of first year BAMS students and

(b) Examine whether there is a relationship between the participants' predominant Deha Prakriti classifications and learning styles... Findings may be useful to medical teachers and teacher educators interested in diversifying curriculum and instruction via strategies to enhance the educational experience for the student learner.

Introduction**Problem statement**

In a batch of 60 to 100 students in a normal medical class we tend to apply same T and L methods in the form of SGL, OMP etc. The diversified population of students is always a confounding factor in terms of assessment of results. Learning styles, as well as personalities should be accounted for, when considering the topic of curriculum development and instruction.

With the overload of curricular assessment demands, and a vast amount of learning style models, educators may find themselves in a state of confusion regarding the use of learning style models in the classroom (Hickcox, 2006).

This phenomenon creates a problem that requires attention.

Thus, this study sought to determine whether a relationship exists between the personality types as explained in Ayurvedic compendia.

This topic was examined for the purpose of providing more information regarding how to better serve the educational needs in preparing this student population for the world-of-work. Thus, this study sought to answer the following questions:

1. What is the predominant personality type of medical students?
2. Is there a relationship between the medical student's predominant personality type and their learning style?
3. Can we adopt personalized TL methods on a ground to get maximum output from our students in limited duration and big this era of big data and syllabus.

Rationale

The Relationship between personality Type and Learning Style is not studied in terms of Ayurvedic criteria of Deha Prakriti. Ayurveda states different body types according to physical, psychological and physiological aspects and characteristics of the individual.

This classification is based on their\ dominance of Dosha like Vata, Pitta or Kapha..Each governing dosha affects learning abilities of the students.

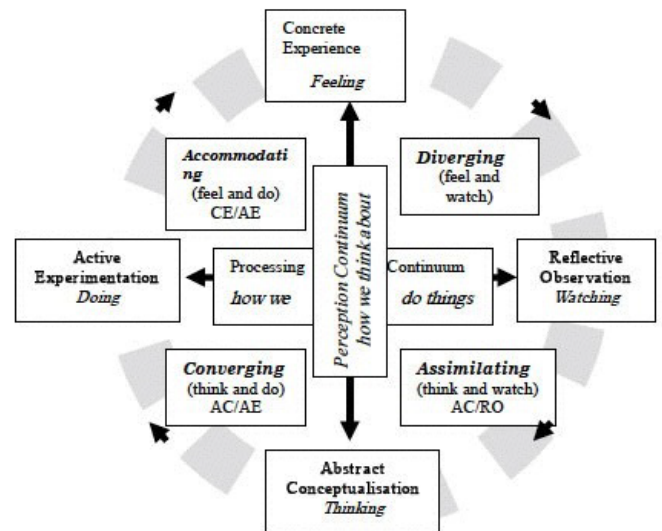
Whether identifying the Deha Prakriti be useful for teachers, for them to adopt learning and teaching high cognitive portion of syllabus? is the rationale of this study. By differentiating medical students on the basis of Deha Prakriti will enable us to use various T L methods in a personalized way and in a controlled environment in terms of variables.

Background

Throughout our educational pursuits, many have had a teacher from whom it was difficult to learn. It may have been trouble understanding an educational subject that didn't particularly correspond with one's personality, or it may have been a pedagogy related issue.

According to Gardner, (1999) educators tend to teach the way they were taught. Moreover, Jonassen (1981) identified that a strong relationship exists between a teacher's learning style and preferred teaching style. Unfortunately, there is not a "one-size fits all" approach to teaching and or learning (Jorgensen, 2006).

Thus, this creates a mismatch that requires attention. In Ayurveda Deha Prakriti is an innovative concept where one's physical, physiological and psychological is studied to personalize every concept of Diet, Daily regime, learning techniques to treatment. Vatt Deha Prakriti individuals: Chala Dhee Dhruti smruti , Shighra Vismarana Pitta Deha Prakriti individuals : Budhiman, Medhavi, Pandit Kapha Deha Prakriti individuals: Smrutivan This following figure as explained as Kolb's learning styles cited by Chapman, 2006 illustrates how we learn according to our thinking and learning styles.



“It is clear that, a learning style of knowledge has been accepted into the education literature and professional development since the 1980s” (Hickcox, 2006, p. 4). A large portion of past research has focused on identifying learning styles, personality types, intelligence and adaptive strategies of teaching to meet the learning needs of students Learning style research has also provided valuable insight regarding the relationship between personality type and learning style. Over the years, a majority of studies have examined the relationship between personality and learning via the Myers-Briggs Type Indicator (MBTI), Kolb's Learning Style Inventory (LSI), the Group Embedded Figures Test (GEFT) and Holland's Vocational Preference Inventory (VPI). Here we are using the protocol of Ayurvedic Deha Prakriti concept which is our baseline of Indian Traditional Science.No study have been done to use Deha Prakriti as a parameter to differentiate learning personalities of the students in all health branches. Considering Gurukula Method of T and L in ancient India , Upanishad, and Vedic history we must highlight and take this subject for global acceptance.

Aim: To assess whether personalization of TL methods for students of different Deha Prakritis

(Body Constitutions). Improves learning.

Objectives

1. Literature study to assess all teaching learning methods from Ayurveda and modern medical education technology.
2. To identify the predominant personality type of first year BAMS students.
3. To examine whether there is a relationship between the participants' predominant Deha Prakriti classifications and learning styles.
4. To identify most suitable TL method
5. To implement TL methods on a regular basis

Materials and Methods

This study is randomized educational pilot study, including observational tools to assess impact of personalization of TL methods.

Sample Population: BAMS 1st Year students

Study duration: 2 months (including selection, randomization, Deha Prakriti analysis, and actual conduction of TL methods)

Study Design

1. Assessment of their Deha Prakriti is done on the basis of Ayurvedic Predesigned format.
2. Three Experimental groups of 15 students according to dominant Deha Prakriti like Vaat Dominant, Pitta Dominant and Kapha Dominant are formed.
3. Deha Prakriti assessment is done using standardized MUHS format and questionnaire was provided to know their learning preferences and previous knowledge base.
4. Control Group had 15 students with mixed diversified Deha Prakriti.
5. Students in all groups taught same content from Sharir Kriya BAMS I year syllabus.
6. Selection of TL methods will be done taking into account their Deha Prakrities.
7. Assessment of intervention is done on the basis of

- post test assessing the content knowledge and
 - feedback received about student's perception
8. Performance of different groups in the post test is analyzed using Anova test.

Discussion

This study explores the Ayurvedic parameters of Prakriti on all the aspects of teaching, learning methods in terms of Ayurveda and modern education technology.

Personalization of TL methods for UG students grouped by different Deha Prakritis helps to reduce duration of study with high impacts on T and L methods.

Conclusion

It can be concluded that TL methods can be used on a customised basis using the scale of Prakritis according to data collected and analysis of feedback forms.

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