



International Journal of Medicine and Health Profession Research

Journal home page: www.ijmhpr.com



EFFECT OF MOOD ELEVATOR TECHNIQUES DURING LECTURE: A STUDY BASED ON TEACHING FACULTY OF AYURVEDA

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ABSTRACT

The class room learning requires healthy classroom atmosphere. This article presents effects of “Mood Elevator Techniques” (MET) on teaching and learning process. Study suggested that MET help students to pay more attention during class time and majority of student support use of MET in classroom since it helps to learn easy as well as difficult material. Study believe that use of MET in classroom improve learning ability of students since it reduces tension, improves classroom climate and help to calm mind. The results of study suggested significant improvement in teaching and learning process after the uses of various mood elevator techniques; the understanding capability of students improved significantly along with interest in subject being taught.

KEYWORDS

Mood Elevator, Classroom, Learning, Teaching and Ayurveda.

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INTRODUCTION

The current scenario of educational system possessed unnecessary burden and stress to the students. There is need of new system of teaching and learning which not only help students to understand classroom teaching but also motivate them to attend class regularly with interest. In *Ayurveda* literature, the most of the *Acharyas* mentioned various teaching techniques and learning processes like appropriate and clean sitting arrangement¹, especially *Acharya Sushruta* has mentioned in detail that teaching should be carried out in an auspicious direction, clean and even place

and silent and in healthy environment². *Acharya Sushruta* also mentioned that teacher should deliver a lecture in inspirational word with pleasant speech, should pronounce each word clearly without nasal twang and without undue emphasis on any letter. It should be in refined language³. *Sushruta* clearly mentioned advantages of the above teaching techniques, student remains fresh throughout the lecture, devoid of laziness and sleep, becomes more attentive, well versed in science and devoted to teacher⁴. The literature revealed that the use of new innovative techniques in teaching methodology relive anxiety and boredom. The physiological aspect of teaching methodology reveals that ability to deliver effective content in classroom affected by various factors like; knowledge of teacher, mental status of students, encouragement by the teacher, support of classmates and atmosphere of classroom. The atmosphere of classroom can be improved by humor; which promote understanding and hold the attention of the students. It is being believed that students get bored after 45-60 minutes of lecture and they even lost their total concentration in second half of their classes thus use of such activity (mood freshening) become essential to bring them in stream⁵⁻⁸.

Advantages of mood elevators/freshener during lecture

1. Boost attention towards the lecture
2. Easy and better understanding of topic
3. Increase grasping power
4. Increases thought process
5. Improve overall knowledge
6. Enhance interest in lecture
7. Increases retention power for a longer duration.
8. Increases utilization power at the proper situation.

There are various techniques used as mood elevator which are as follows

- Practical discussion
- Humor
- Teaching on Projector
- Stories related to topic
- Outdoor lectures
- Practical on Demo body

- Patients cases
- Video related to topic
- Questioning
- Correlation with daily routine examples
- Tricks to remind the topic
- Use of mnemonics
- Inspirational Speech
- Comedy Examples
- Teaching in local language (which provides better understanding of patients complaint and literature)
- Memory game
- General knowledge questions
- Break in between lecture
- Diagram and pictures
- Adequate light, sitting arrangement, ventilation and healthy atmosphere.
- Current information of the present topic with detail references.
- Body language (physical expression).
- Pleasant speech^{9,10}.

This article presented an investigational study on effect of mood elevator technique in teaching learning process especially in the field of *Ayurveda*.

MATERIAL AND METHODS

The presented investigation was performed at S. V. N. H. T. *Ayurved* College in the department of *Shalya Tantra*, Rahuri Factory, Rahuri, Maharashtra, India. Students were divided into two groups (30 students in each group) randomly. Group A; students were taught by normal routine teaching methodology without using humor in classroom while group B; students received lectures along with various mood elevator techniques.

- The mood freshening humorous activities were used ones in between the lecture.
- Only 2-3 minutes were utilized for performing such activities.

Aim

To study effect of mood elevator techniques (MET) during lecture of *Ayurveda*.

Selection of Subjects

The regular students of institute were selected randomly.

Inclusion criteria

1. Male female students both.
2. Age grouped between 18-23 years.
3. Students familiar with different languages such as; English, Marathi, Hindi.
4. Regular Students having more than 75% attendance.

Exclusion criteria

1. Students those were do not wish to participate.
2. Age grouped between less than 18 & more than 23 years.
3. Students not efficient in languages (English, Marathi, Hindi).
4. Irregular Students.

Assessment Criteria

The various mood elevator techniques were used for Group B Students and the effect on teaching and learning process was assessed on the basis of following criteria as mentioned in Table No.1.

Statistical test

For the assessment of the result by statistical analysis, paired t-test and sign test were applied.

RESULTS AND DISCUSSION

The results of study suggested significant improvement in teaching and learning process after the uses of various mood elevator techniques; however overall mental status and intelligence of each and every student can't be ignored. The understanding capability of students improved significantly along with interest in subject being

taught. Results revealed that more than 50 % student acquire rank 1 (acquire 80 % marks) in all techniques of assessment based on examination; assignments and *viva-voce* in group B; while in group A only 34 % students acquire rank 1 in similar assessment criteria. Study also revealed 63 % good ranking in classroom based assessment and student feedback system in Group B as compared to 44 % in Group A. Study observed that most of the students support use of mood elevator techniques while delivering lectures. The feeling of boredom reduced significantly which increase interest of student towards the lecture content and thus overall learning capacity improved significantly. The most of students prefer activities such as; practical discussion, questioning, humor, clinical cases and daily routine based examples as compared to other activities. The students of group B showed good results in all assessment evaluation and these results may be attributed to the fact that use of MET in classroom reduces tension, help to relax mind, offer friendly learning environment, maintain student interest towards the lecture and offer retention time to rejuvenate faculty member. The results of investigation mentioned in Table No.2.

However study also observed few disadvantages of teaching with mood elevator/freshening methodology like; it may consume time, students may become habitual, no need of when topic is easy and may not be possible if less time is available and students may divert from main topic ^{11,12}.

Table No.1: Assessment of Teaching Efficacy Based on Evolutionary Parameters

S.No	Assessment Criteria	Assessment Rank
1	Assignments related to topics	1- Acquire marks (80 % or more)
2	Exams (multiple choice questioning)	2- Acquire marks (60 % or more)
5	<i>Viva-voce</i>	3- Acquire marks (40 % or more)
		4- Acquire marks (below 40 %)
3	Overall Classroom Assessment	Ranking (good/satisfactory/poor)
4	Student feedback	

Table No.2: Results of Study

S.No	Assessment Criteria/ Evolutionary Parameters	X	SD	SE	P*		
1	Assignments related to topics	0.711	0.413	0.086	< 0.001		
2	Exams (multiple choice questioning)	0.831	0.433	0.061	< 0.001		
3	Viva-voce	0.641	0.332	0.064	< 0.001		
4	Overall Classroom Assessment	0.753	0.531	0.057	< 0.001		
5	Student feedback	0.811	0.551	0.068	< 0.001		
% of Students Rank Wise in Both Group							
S.No	Assessment Criteria/ Evolutionary Parameters	% of Students Group A			% of Students Group B		
		Rank 1	Rank 2	Rank 3	Rank 1	Rank 2	Rank 3
1	Assignments related to topics	26	32	42	51	25	24
2	Exams (multiple choice questioning)	29	35	36	53	14	33
3	Viva-voce	20	26	54	55	21	24
4	Overall Classroom Assessment	24	27	49	65	27	08
5	Student feedback	30	31	39	61	12	27
*All results were found to be significant.							



Figure No.1: Factor Affecting Teaching and Learning Process

CONCLUSION

The literature survey revealed that use of humor or other mood freshening activity during lecture reduces unnecessary burden to the students, improves attentiveness and facilitate healthy classroom environment which boost learning ability of students and also help teacher to recall the key-points which is to be delivered, this also decreases the frequency of mugging/cram. The various study performed to promote role of mood elevator in teaching methodology by different researcher but the field of *Ayurveda* remain untouched. Current investigation strongly supports use of various mood elevator techniques in *Ayurveda* teaching. The use of these mood freshening activities may be incorporated as teaching tool however consideration of merits and demerits are essential. This MET helps students for recalling the topic in examination and produces affiliation towards particular subject, teacher and institution.

ACKNOWLEDGEMENT

Authors are thankful to Dr. Professor P. R. Adhav (Principal), students and faculty of *Ayurveda* institute to cooperate for the study.

CONFLICT OF INTEREST

We declare that we have no conflict of interest.

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Please cite this article in press as: Anantkumar V. Shekokar et al. Effect of mood elevator techniques during lecture: A study based on teaching faculty of ayurveds, *International Journal of Medicine and Health Profession Research*, 3(2), 2016, 59 - 63.