



**ORIGINAL RESEARCH PAPER**

**Ayurveda**

**OSPE DEVELOPMENT FOR THE PRAKRITI PARIKSHANA IN KRIYA SHARIR**

**KEY WORDS:** OSPE, Ayurveda, Prakriti Parikshana

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**ABSTRACT**

OSPE (Observed Structured Practical Examination) is one of the objective tools used for the assessment of the practical examinations. As it is very much based on the OSCE (Observed Structured Clinical Examination), it also has the similarity in the structure as OSCE. While assessing the effectiveness of the OSPE in the one of the practical examinations of Ayurveda curriculum, the Prakriti Parikshana, the model of OSPE of Prakriti Parikshana has got developed which seems to be helpful when executed and tested on other large populations. OSPE was compared with conventional assessment and the results found were significant. The article reviews OSPE developed and its effectiveness over conventional examination techniques. Students were assessed at the level of knowledge and communication skills with the help of OSPE developed for the Prakriti Parikshana in the Dept. of Kriya Sharir. Four Response stations were prepared to test communication skill, knowledge and attitude of the student while performing the Prakriti Parikshana of a person. Departmental staff was used for conduction of OSPE.

**INTRODUCTION:**

Prakriti is one of the ten point investigation described by ancient Acharyas of Ayurveda<sup>1</sup>. The constitution of a person should get derived for prevention of diseases and treatment of ailments if occurred, called as Prakriti Parikshana in Ayurveda. The structural, physiological and mental traits are being used for the assessment of the Prakriti of an individual<sup>2</sup>. The person is assessed with respect to his anatomical, physiological and mental tendencies. The overall assessment of a person is asked to the students in their practical examinations. The examination scheme of the Prakriti Parikshana is modified in the study with the help of OSPE<sup>3</sup> technique and the focus has been given to the improvement of the current scheme of assessment.

**AIMS AND OBJECTIVES**

1. Evaluation of the communication skills of a 1<sup>st</sup> year BAMS student while doing Prakriti Parikshana of a person.

2. Evaluation of the 1<sup>st</sup> year BAMS student at the level of knowledge about Prakriti Parikshana practical.
3. Evaluation of the observation skills of the 1<sup>st</sup> year BAMS students about Prakriti Parikshana practical

**MATERIALS AND METHODS:**

**Preparation of the Response Stations:**

- A meeting of departmental staff was arranged in the Dept. of Kriya Sharir to discuss outline and general objectives for the OSPE.
- Necessary permissions were obtained.
- Resource people for this task were identified.
- Check lists were prepared.
- Stations were set up as per time table and scheduled.
- All related necessary instructions were given to the students prior to the OSPE conduction.
- 4 stations has been developed but for the purpose of length only one station has been published here.

**Table 1.1**

No	Station	Task	Time	Dept
1	Primary data collection for Prakriti Parikshana of a person	Direct observation of skills in Prakriti Parikshana on simulated person with check list	5 min	Kriya sharir
2	Prakriti Parikshana of a person with the help of anatomical traits	Direct observation of skills on simulated person with check list	10 min	Kriya sharir
3	Prakriti Parikshana of a person with the help of physiological traits	Direct observation of skills on simulated person with check list	10 min	Kriya sharir
4	Prakriti Parikshana of a person with the help of mental traits	Direct observation of skills on simulated person with check list	10 min	Kriya sharir

**Response Station 1:**

**Primary Data Collection Required For Prakriti Parikshana Of A Person**

**Objectives Of The Station 1:**

- To assess the interpersonal skills – greeting and eliciting primary data of a person for Prakriti Parikshana
- To assess the communication skills of the 1<sup>st</sup> year BAMS students in Prakriti Parikshana
- To assess the documentation skills of the 1<sup>st</sup> year BAMS students

**Learning objectives:**

- To understand how well the student is able to elicit person's primary data in his 1<sup>st</sup> meet
- To understand how the students acquaints him to warm up the conversation.

**PREPARATION OF STATION 1: SCENARIO:**

Mr. XYZ, --- years old male/ female/ transgender Students were expected to start a conversation with him by greeting him and elicit the following primary data required

for *Prakriti Parikshana*:

Duration: 5 min.

Task: at station 1, students are expected to gather the primary data of the person required to decide *Prakriti* assessment. The activity should be performed with a healthy conversation concluding in 5 minutes.

**Table 1.2**

Name of the <i>Parikshana</i>	<i>Prakriti Parikshana</i> primary data collection
Name of the individual	Students are expected to approach the person, ask the person his name and greet him to start a brief conversation
Age in years and months or date of birth	Students are expected to ask the person his correct age in years and months. He can obtain the details by enquiring about aadhar card or any other proof of age
Gender	Either male female or transgender
Weight in kgs.	Students have to measure the correct weight of the person in kgs
Height in cms.	Students have to measure the correct height of the person in cms
Desha : jangam/ anupa/ sadharana	Students will enquire correctly about his/ her geographical area of living i.e. habitat of the person

Rutu (season)	Students have to write the current season described in Ayurvedic
occupation	Students are expected to ask about the occupation details here
Date and time	Students are expected to write correct date and time on the data form

**OSPE STATION 1- Check List**

Supervised by - ..... Student ID/ ROLL No. - .....

**Table 1.3**

No.	Contents	Remarks
1.	Approaches the person and introduces self	
2.	Asks name of person	
3.	Starts the warm conversation	
4.	Asks the person his age, elicits it without making him embarrassed and write it correctly	
5.	Measures the weight of the person correctly and write it correctly	
6.	Measures the height of the person correctly and write it correctly	
7.	Derives the correct information about the habitat of the person and interprets it correctly	
8.	Enquires about the occupation of the person correctly and write it correctly	
9.	Writes correct season in Ayurvedic term	
10.	Writes correct date and time in the record	

Grading the skills of the students for the primary data collection for *Prakriti Parikshana*:

**Table 1.4**

Sr. No	Activity	A (5MARKS)	B (4MARKS)	C(3MARKS)	D(2MARKS)
1	Approach	Introduces self, asks for name of person and states purpose of encounter	Introduces self and asks for name of person	Introduces self	No preliminaries
2	Interpersonal Skills	Made the person feel comfortable by starting a good conversation conveying what he is going to ask	Made the person feel comfortable by giving idea what he is going to ask	May made the person feel comfortable but not stated what he is going to ask	Start examining without making patient feel comfortable
3	Age	Asks the age of the person without making him embarrassing and writes it in correct form	Asks the age of the person with making him a bit embarrassed and writes it in correct form	Asks the age of the person making him embarrassed but fails to write it in correct form	Don't asks the age of the person and don't write it in correct form
4	Sex	Writes the sex of the person	Don't write the sex of the person	----	----
5	weight	Measures correct weight of the person and writes it correctly in the data collection form	Measures correct weight of the person but fails to write it correctly in the data collection form	Can't measure the weight of the person but write the value in the data collection form	Can't measure the weight of the person and fails to write the value in the data collection form
6	Height	Measures correct height of the person and writes it correctly in the data collection form	Measures correct height of the person but fails to write it correctly in the data collection form	Can't measure the height of the person but write the wrong value in the data collection form	Can't measure the weight of the person and fails to write the value in the data collection form
7	Habitat	Enquires about habitat and can interpret in the Ayurvedic terms	Enquires about habitat but can't express it in Ayurvedic terms	Don't enquire habitat but write it in the form	Don't write, don't enquires
8	Season	Can make the decision of the rutu and can express it in Ayurvedic term	Can make the decision of the rutu but can't express it in Ayurvedic term	Can't make the decision of the rutu and can't express it in Ayurvedic term	---
9	Occupation	Enquires about the occupation of the person and writes it in the form	Enquires about occupation of the person but don't write it in the form	Don't enquire about the occupation and don't write it in the form	----
10	Date-time	Writes date and time in the form	Don't write date and time in the form	--	---

Stations of Prakriti Parikshana with the help of Physical traits, Anatomical traits, Mental traits have also been prepared.

**OBSERVATIONS AND RESULTS:**

The comparison between the assessment of prakriti Parikshana proforma filled by the students by the conventional method and by the OSPE has a significant difference. The OSPE technique is found to be more reliable as every stage of the prakriti Parikshana is getting assessed and evaluated. The teachers also found it more beneficial as the precision and accuracy gets maintained during OSPE.

**Experience of Validation:**

The students were instructed about OSPE and marking system prior to the exam. There were a total of 4 response stations. All 4 stations were having one observer and one simulated person. The total duration of the examination for each candidate was 35 minutes. The students shared their experience at the end of the OSPE. At the beginning students were nervous and confused at station 1. But as they go forward they got settled into the system. At the end of the examination they found it different from regular conventional method of Prakriti Parikshana. Some students merely praised the scenario and whole process of conduction of OSPE. Most of the students enjoyed the entire process as it conveyed the objective behind making the thing differently.

**Faculty Experience and Post OSPE Discussion:**

1. It was the biggest and difficult task to prepare check lists and assessment criteria. To train the observers and simulating the persons was also a bit tedious in the beginning but as we accustomed to the process, it revealed its objectivity and importance which was satisfying.
2. Beneficial thing was coordination between departmental staff. Teachers, lab assistants, PG students and other staff have got utilized. For everyone it was an interesting experience and each of us learnt many things from one another.
3. Instructing the simulating persons was also difficult but contained fun and interest while doing it. It was real a good opportunity when we really gone through it and realized the importance of simulation.
4. The documentation of all the things related to OSPE made us to think about each and every minute aspect of examination method.

**CONCLUSION:**

1. From the results of the study it can be concluded that the OSPE is more reliable and more satisfactory technique over conventional method.
2. The OSPE can be made applicable to other Parikshana of Ayurveda like Sara Pariksha, Nadi Parikshana etc.
3. OPSE, as an assessment tool, serves nice if applied to various Parikshana of Ayurveda.

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