AICOG 2025 Mumbai
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FOGSI celebrates 75 years – Diamond Jubliee
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Poster Number : EP 193   **Name : Dr. Namita Bajpai**

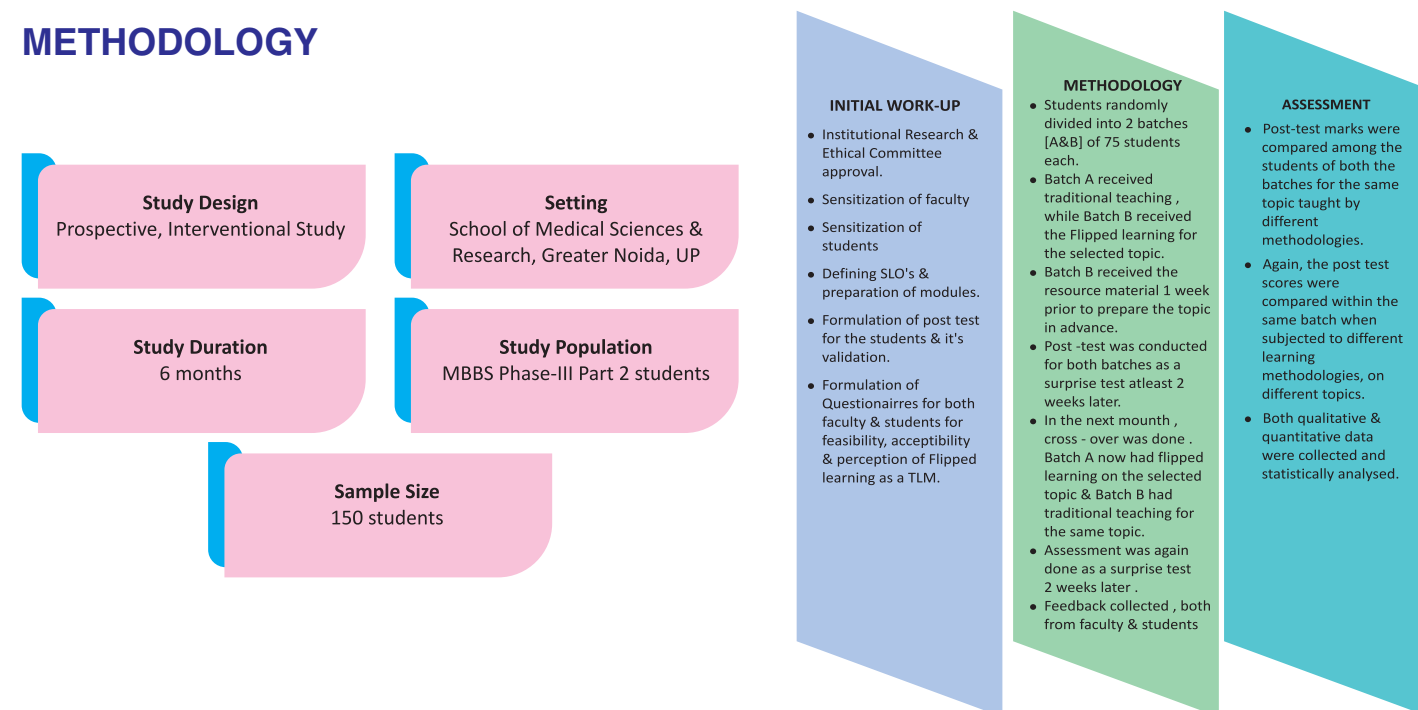**Title : Effectiveness of Flipped Learning of Students in Obstetrics and Gynaecology**

INTRODUCTION

- Flipped learning is a promising advancement in the field of modern education. In this innovative teaching learning methodology, the teacher provides lecture material to be viewed at home, prior to the scheduled lecture. Then, he uses the classroom time to deepen understanding to concepts and focusses on application of knowledge and critical thinking.

- Thus, the strategy reverse traditional learning by delivering core content for students to read beforehand and shifts activities like 'homework' in the classroom for active discussion.

- In other words, flipped learning promotes the habit of self directed learning and also helps in developing higher order thinking skills of analysis, synthesis and evalution.
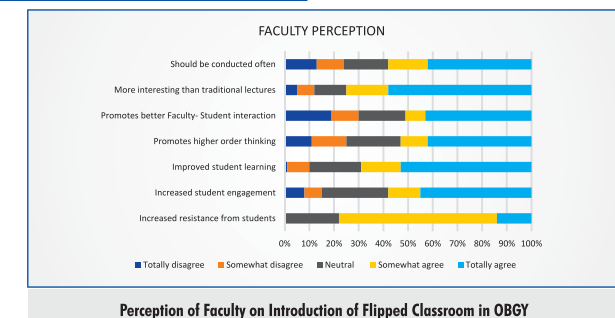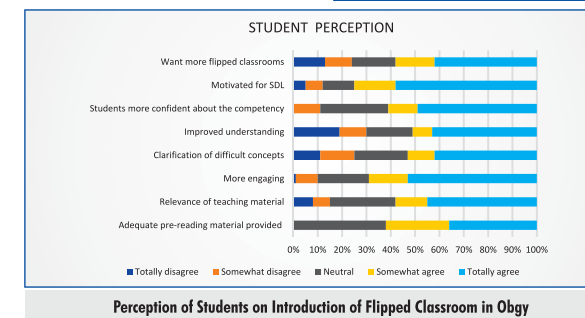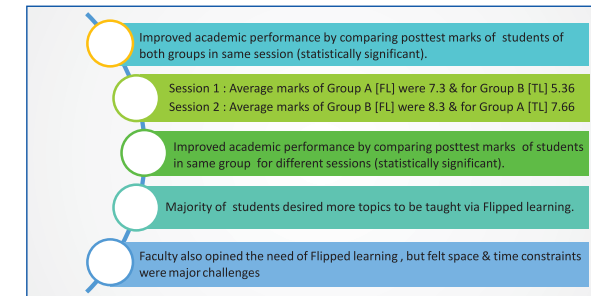
OBJECTS

1. To evaluate the effectiveness of flipped learning in relation to students academic performance.
2. To assess the faculty perception towards flipped learning
3. To assess the acceptability in implementing flipped learning by the departmental faculty.
4. To assess the student perception towards flipped learning.

METHODOLOGY

Study Design
Prospective, Interventional Study

Setting
School of Medical Sciences & Research, Greater Noida, UP

Study Duration
6 months

Study Population
MBBS Phase-III Part 2 students

Sample Size
150 students

INITIAL WORK-UP
- Institutional Research & Ethical Committee approval.
- Sensitization of faculty
- Sensitization of students
- Defining SLO's & preparation of modules.
- Formulation of post test for the students & it's validation.
- Formulation of Questionairres for both faculty & students for feasibility, acceptibility & perception of Flipped learning as a TLM.

METHODOLOGY
- Students randomly divided into 2 batches [A&B] of 75 students each.
- Batch A received traditional teaching , while Batch B received the Flipped learning for the selected topic.
- Batch B received the resource material 1 week prior to prepare the topic in advance.
- Post -test was conducted for both batches as a surprise test atleast 2 weeks later.
- In the next mounth , cross - over was done . Batch A now had flipped learning on the selected topic & Batch B had traditional teaching for the same topic.
- Assessment was again done as a surprise test 2 weeks later .
- Feedback collected , both from faculty & students

ASSESSMENT
- Post-test marks were compared among the students of both the batches for the same topic taught by different methodologies.
- Again, the post test scores were compared within the same batch when subjected to different learning methodologies, on different topics.
- Both qualitative & quantitative data were collected and statistically analysed.

OBSERVATION & RESULTS

- Improved academic performance by comparing posttest marks of students of both groups in same session (statistically significant).
- Session 1 : Average marks of Group A [FL] were 7.3 & for Group B [TL] 5.36
  Session 2 : Average marks of Group B [FL] were 8.3 & for Group A [TL] 7.66
- Improved academic performance by comparing posttest marks of students in same group for different sessions (statistically significant).
- Majority of students desired more topics to be taught via Flipped learning.
- Faculty also opined the need of Flipped learning , but felt space & time constraints were major challenges

STUDENT PERCEPTION — Perception of Students on Introduction of Flipped Classroom in Obgy

FACULTY PERCEPTION — Perception of Faculty on Introduction of Flipped Classroom in OBGY

CONCLUSION

- Flipped learning is in line with the principles of adult learning
- The study demonstrated a positive perception towards this newer teaching-learning model both by the students as well as faculty. The method evoked increased academic performance of the students, with upsurged motivation and enhanced sense of satisfaction amongst majority of the students
- Faculty also perceived better faculty-student interaction, with increased student engagement and learning
- Flipped learning can therefore be used more frequently and can be adopted by other departments as a teaching learning model of various competencies appropriately.

RERERENCE

1. Singh S, Mahajan R, Gupta P, Singh T. Flipped Clossroom: A Concept for Engaging Medical Students in Learning. Indian Pediatr 2018;55:507-12.
2. Mahajan R, Badyal DK, Gupta P, Singh T. Cultivating lifelong learning skills during graduate medical training. Indian Pediatr. 2016;53:797-804.