

Implications of Micro Teaching in Rachana Sharir (Anatomy)

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ABSTRACT

Micro teaching is a structured training technique that enhances teaching skills through short, focused lessons and immediate feedback. In *Ayurveda*, *Rachana Sharir* (Anatomy) is a crucial subject that integrates traditional concepts such as *Doshas*, *Dhatus*, *Srotas* and *Marmas*, with structural knowledge of human body. In anatomy, complex structure, terminologies pose challenges to effective learning, micro teaching helps educators improve communication, engage students and thereby enhance concept retention. This article explores, the principles of micro teaching, its relevance in teaching anatomy and its benefits for both educators and students.

Keywords: Micro Teaching, Pedagogical Skills, Anatomy, *Rachana Sharir*, Problem Based Learning, Medical Education, Interactive Learning, *Marmas*, *Srotas*.

INTRODUCTION

Micro teaching is an effective type of teaching, micro teaching is a teacher training technique for learning teaching skills. It employs real teaching situation for developing skills and helps to get deep understanding and knowledge regarding various concepts. The teacher has a key role in teaching process.

The ancient Indian system of education is pervaded with the desire for bringing about salvation and final beatitude along with the full physical development of the individual in the same manner as the philosophy of life is shot through by the spirit of religion. The Indian system of education caters to both physical and the spiritual solitariness.

Rachana Sharir (Anatomy) is one of the fundamental subject in *Ayurveda*, providing essential knowledge for understanding physiology, pathology and treatment approaches.

Unlike modern anatomy, which is based on dissection and structural classification. *Ayurvedic* anatomy describes human body in terms of functional entities such as *Panch mahabhutas* (five elements), *Doshas*, *Srotas*, *Marma* etc.

In *Charaka Samhita* the various methods of teaching are mentioned with all types of interpretations, reasoning which would help a scholar or physician in knowing various aspects of discussions, implications, characteristics of scholar, physician etc with disease pathology and how to interpret it successfully. The concept of study, teaching and discussion has been explained by *Acharya Charak* where one should study by reciting the aphorisms in order with clear voice attentively repeating it again and again, entering deep into idea of understanding it and getting rid of his defects and other's defect. The method of teaching indicates the characteristics of a teacher with sound knowledge of subject, endowed of reasoning, memory, broad mind having ability to understand essence of ideas, good conduct, modesty etc.

In *Sushruta Samhita* it is mentioned under chapter 3rd of *Sutra sthana* that, the student who is clean as in body & with mind, devoted to the teacher, efficient devoid of laziness and sleep and studies in this manner reaches the end of science with deep knowledge. He who has completed the study should strive for achieving clarity of speech, correct understanding, efficiency in work with constant practice & success.

Microteaching a structural approach for refining teaching skills can significantly enhance the effectiveness of *Ayurvedic* anatomy education.

The process of teaching is what enhances behavioural changes in learners and involves informing, persuading illustrating, demonstrating, guiding and directing.

Features Of Micro Teaching:

It is a teacher training method that involves following-

- a) Short lesson- focused on a specified topic (5-10 minutes)
- b) Small group of learners
- c) Targeted teaching technique (demonstration, questioning)
- d) Immediate feedback for improvement.

This all provides a safe environment for faculty and students to experiment with teaching strategies, receive constructive feedback and refine their skills.

Utility of Micro Teaching In Ayurvedic *Rachana Sharir* (Anatomy)-

1. **Enhancing conceptual clarity:** by use of visual aids and models, there is scope of demonstrating *Marma sthana* via 3D models or diagrams which improves understanding.
2. **Improving teaching methodologies-**
Teachers can experiment with different approaches such as group discussions, story- telling, digital presentations. Thus, it helps in designing the interactive teaching sessions rather than one sided lesson.
3. **Active student participation:**
It encourages student to teach small segments improving their grasp in *Rachana sharir* (Anatomy). Questioning techniques allow for better retention of concepts like terminologies, *Marma* points , numeration of various structures .
4. **Bridging Ayurveda and modern Anatomy-**
It facilitates comparative teaching where faculty can correlates *Ayurvedic* and modern anatomical Structures. For instance, correlating *Srotas* with the circulatory and lymphatic systems.

Need and its Significance:

Traditional anatomy teaching relies on lectures, cadaveric dissections, digital models but effective delivery is crucial for students understanding. It helps in resolving many concepts like-

- Improving communication skills
- As instructors convey complex anatomical concepts in a clear and structured manner.
- Enhancing engagement- active learning through interaction, questioning and discussions.
- Refining teaching methods- allows faculty members to experiment with different teaching strategies such as Problem based learning (PBL) and flipped classroom.
- Facilitating concept retention and encourage peer learning-

It helps students grasp difficult anatomical terminologies and spatial relationships more effectively, it enables both teacher-student to learn from each other's perspective.

Benefits of Micro Teaching For Anatomy-

- I. Self assessment and confidence building- teachers can reflect on their strength and weakness.
- II. Adaptability to students needs- help instructors modify their approaches based on students feedback.
- III. Better use of technology – incorporation of 3D models, animated videos, virtual dissection and use of software's.
- IV. Continuous improvement – promotes lifelong learning and skills enhancement among educators.

Table No.1 Showing Association Of Strategy With Subject Applications

Micro Teaching Strategy	Applications In Subject
Demonstration based teaching	Using visual aids to explain topics like Paribhasha (terms), Srotas, Marma etc.
Case based teaching	Discussing Prakriti , organ wise applied case studies for clinical understanding
Flipped classroom approach	Assignment of prior reading – learning classical topics before discussions
Use of digital tools	Integrating 3D models and softwares and apps for better visualizations and grasping.

CONCLUSION

Micro teaching is a valuable tool in the field of anatomy education, providing an efficient method for improving teaching effectiveness, student engagement and learning outcomes. By incorporating micro teaching techniques,

anatomy educators can enhance their ability to deliver complex, information, making the learning process more interactive and impactful for scholars. So, this approach not only improves teaching effectiveness but also ensures that student develop a deeper understanding of traditional wisdom of *Ayurveda* in relation to modern anatomy.

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