
Letter to Editor

Dear Sir,

The author from the Department of Community Medicine KVG Medical College organized a Geriatrics and Gerontology Quiz for postgraduates of Community Medicine of 7 private Medical Colleges of Dakshina Kannada District of Karnataka in August 2013 from 2.00-4.00 pm IST (Indian Standard Time) [1]. All the college students were aware about the quiz 2 months in advance. The Aim of the quiz was to make the Postgraduate students of Community Medicine aware of the extent of the problem, reasons for the rise in number, how it will affect our economy and health care, issues involved, after effects, and role of family, society and Government and NGOs and International Organizations. It had four rounds which are as given below

First Round: 10 questions: Multiple Choices: 4 options. Choose the most appropriate option. No negative marks. 1 mark per correct answer was given. No elimination. Marks were carried over to the next round of the Quiz.

2nd Round: 10 questions: Fill in the Blanks (No negative marks. 1 mark / correct answer) No elimination. Total Marks of two rounds carried over to the next round

Third Round: Buzzer Round: (Elimination round begins) Assertion and Reasoning type: 10 questions (2 marks for correct answer & -1 mark for incorrect answer.) Given below are paired statements. Statement A = (Assertion), Statement R = (Reason).

Select Appropriate Answer using the Code Given Below

- Both A (Assertion) and R (Reason) are true and R (Reason) is the correct explanation of A (Assertion).
- Both A (Assertion) and R (Reason) are true, but R is not the correct explanation of A.
- A (Assertion) is true, but R (Reason) is false.
- A (Assertion) is false, but R (Reason) is true.

Three Teams were Informed to Remain in Competition at the End of This Round. The Rest were Eliminated

4th Round: Rapid fire round: (part 1) (Common for all teams) All 5 questions will be simultaneously given to all teams. The teams were informed to answer as many questions as possible in 3 minutes. 2 marks were given for correct answer and 1 mark was given for incorrect answer). Two teams were informed to remain at the end of this round.

5th Round: Rapid fire round (Individual Team) Answer if true or false. 1 marks per correct answer. 1 negative mark was given for an incorrect answer. 2 minutes per team. 10 question per team.

The questions were displayed as power point presentation to the teams and audience. During the competition the answer for the question were supported by an authentic reference from a book or journal which is also given below. The quiz was followed by prize distribution.

At the end of the Quiz opinion of the students regarding the quiz was collected. In total 20 PG students attended the Quiz. The following positive findings were obtained 70% of the students liked the Quiz very much, 15% liked it somewhat and 15% did not like it. The reason given by those who did not like was that some questions were bit tough to understand and were out of syllabus. 100% found the quiz to be informative. The overall conduct of the quiz was clear to 70% of the students. 100% felt that, the quiz was conducted in a fair manner. 50% of the students liked the first two rounds, the rest 50% liked rapid fire round. 60% of the students felt that the quiz had enough applied questions. 80% felt that most topics were effectively covered in the quiz. 20% found that more questions should have been asked on Clinical Aspects of Geriatric Medicine. 90% were motivated to study more after the quiz. 10% said that they have already decided to pursue other disciplines as their career. 100% felt that quiz was an effective method of teaching Geriatric Medicine. 70% said that their perception regarding the subject changed after the quiz.

They said that they considered it as just a small subject in Community Medicine. Now after the quiz they had understood that it is important for all the clinical disciplines to learn about this subject in near future.

When asked about the suggestions for us to improve in Geriatric Quiz most were silent. They were asked individually and 2 students agreed to give a reply. They said that afternoon was not the correct time to be chosen for conducting the quiz. It should have been planned in the morning. They also said that other departments should have also participated in the quiz so that Interdepartmental interactive session could have been held for the benefit of PG students. 100% agreed that a post quiz lecture or debate for Pg and staff should have been held to sensitize about Geriatric Medicine. They also recommended inviting member of GSI (Geriatric Society of India), Indian gerontology Association, MCI (Medical Council of India) and RGUHS (Rajiv Gandhi University of Health Sciences) for the Quiz. The innovative online quiz method was also considered to be a good method to teach Geriatric Medicine by the students. The benefits of the online medium for delivery of this teaching and learning experience are its flexibility and Web accessibility. It has the potential to give students the freedom to access learning environments when it best suits them

and in the power to control their own learning [1].

The students also felt that in the Vision 2015 report of MCI there is no mention of Geriatric Medicine as a part of MBBS curriculum [2]. If now we do not include Geriatric Medicine as a separate subject it will be far too late. In fact in every college a postgraduate course in Geriatric medicine should be started which is the need of the hour.

The mere fact of an increasing usage of MCQs by itself does not guarantee a more valid or a more reliable evaluation system although it may make it more objective. Thus we could assess the cognitive as well as psychomotor domains of the learning by the students. We gained a lot of experience from Student Feedback after the Quiz Competition.

References

1. Glassick, C. E. (1997). *Scholarship assessed: Evaluation of the Professoriate*. Josey Bass, San Francisco.
2. MCI Vision 2015 document Dwarka, New Delhi 2011 1-58, downloaded from www.mciindia.org/tools/announcement/MCI_booklet.pdf last accessed on 20/ April 2014.

Sagar Borker

Department of PSM, PGI-MER and
Dr RML Hospital, New-Delhi 110001.
E-mail: sagarborker@gmail.com