

methods and ways of teaching may simplify this subject and may be interactive for the students.

**Material and methods:** Comparison of various studies regarding modern teaching and assessment method for medical students.

**Results and conclusion:** There should be look onto ways like small groups, competitive tests, integral teaching.

#### Conflicts of interest

The author has none to declare.

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#### A questionnaire-based pedagogic evaluation of anatomy-teaching in first year MBBS students



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**Aims and objectives:** Anatomy, taught in the first year of MBBS course, has been classically considered as the basic foundation for learning medicine and has a decisive role in medical education as well as at the professional front in later years. But just like other scientific disciplines, it has also grown simultaneously with technology and communication sciences. And the role of faculty members in this modern concept of Medical Education is to facilitate the learning process—making use of multiple techniques – to cater to the needs of different types of learners.

Keeping this in view, a Questionnaire-based evaluation of 300 students (belonging to MBBS–first professional) was conducted at Government Medical College, Kannauj, to assess the effectiveness of various methods employed in teaching Anatomy to the undergraduates as well as to know students' opinions regarding the assessment examinations, routinely used.

**Material and methods:** For this purpose, a specially-designed anonymous questionnaire, comprising of 21 objective questions, was given to all the participants, at the end of the term. Their answers were assessed and compiled.

**Results and conclusion:** It was found that best method for understanding a given topic, according to students, was cadaveric dissection (54%). Present one-year duration to cover the Anatomy syllabus was found insufficient by 75% of students. Dissection–hall teaching was the most preferred mode of learning by students (45%). Students preferred written exams (36%) over oral/viva exams (25%) and 40% students believed that only Part-completion tests should be held, no midterms and final exams.

#### Conflicts of interest

The authors have none to declare.

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#### Emotional impact of dissection hall on medical students



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**Aims and objectives:** Dissection of the dead human body has been central to medical education since renaissance. First year medical students normally experience a variety of emotional

reactions and mixed feelings, when they encounter human cadavers for the first time.

In order to assess the impact of anxiety and physical symptoms from the experience of dissection room, a questionnaire was prepared which provide an insight into the difference in attitudes and dissection hall experience of the male and female medical students.

**Material and methods:** Total 178 students were given same questionnaires 1 week and 3 months after initial exposure to the dissection hall. The students were asked to answer in either 'Yes' or 'No' option.

**Results:** All the physical symptoms experienced by both male and female students in dissection hall were found to be decreased over a period of 3 months except lack of concentration.

**Conclusion:** A better teacher-student interaction, pre-education sessions will help in improving the attitudes of students towards cadaveric dissection, which will in turn offer a stable mental status for medics to handle higher levels of stress in their clinical career, thereby reducing the drop-out rates.

#### Conflicts of interest

The authors have none to declare.

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#### Plastination of human lungs using silicon polymer (S-10)



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**Aims and objectives:** Well preserved gross specimens become an integral part for understanding their three dimensional anatomy, thereby providing clarity to spatial correlations to aspiring medical graduates, physicians and surgeons. The commonly used fixative i.e. formalin has certain limitations which can be overcome by plastination as these specimens are dry, odourless and permanent. Plastination of hollow organs and organs with air spaces faces many challenges like shrinkage. So the present study was aimed to plastinate lungs using an improvised method of standard silicone S-10 technique.

**Material and methods:** Twenty one autopsied lungs were collected from department of Forensic Medicine, AIIMS, New Delhi preserved in 5% formalin for two weeks and then plastinated (group I) whereas 15 embalmed lung specimens were taken from department of Anatomy, AIIMS, New Delhi which were stored in 15–20% formalin for 3–6 years and then plastinated (group II). The lungs in both the groups were subjected to standard as well as modified protocol of plastination where xylene was added during impregnation step.

**Results:** In both groups, statistically significant ( $p < 0.05$ ) difference was observed in mean % shrinkage of surface area and volume between lungs impregnated with xylene–polymer mixture and those impregnated with polymer alone. Group I had superior colour preservation and flexibility than those of group II.

**Conclusion:** The addition of xylene in polymer during forced impregnation reduced the shrinkage in both the groups. The aesthetic qualities were superior when lungs were fixed in 5% formalin and xylene was added to the polymer mixture.