'An innovative study to identify the slow learner students in Homoeopathic college to take special attention for their study'

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Abstract:
Through this review analysingthat is Dennis Congo test -the different aspects of students on various activities and performance for identifying and categorising of students.Skills assessment is an analysis of an individual's ability to detect a specific skill or set of skills. This type of assessments, captures proficiency for every skill, so one can easily sum up about the capacity of a person.

Aim and Objective: This study was designed to identify the factors affecting the academic performance of 1st BHMS Students .

Materials and Methods: We have done aSingle blind analytical research work. A general informationand questionnairethat is Dennis Congo Study Skills were used to collect the data. Secondary data was taken from there score in NEET result.

Results: Through this research work inclusion of 100 students, 46 boys and 54 girls provided their complete information. Dennis Congo test is used to identifying the slow learners and in they are given the remedial classes in the purpose of upgrading their capability towards learning.

Conclusion: The conclusively of this research work is identifyingthose students which are slow in learning habits,notenot takingis may be a statistically significant cause for poor academic performance.

Keywords: Dennis Congo Study Skills Inventory, B.H.M.S.Medical students, Note taking skills

Introduction:
In Kempe Gowda Institute of Medical Sciences, Bangalore, 15-25% of each year's student have difficulty in completing the medical course in the duration of 5½ years. Every year so many students come to this noble profession. But the vital problems of those students are that most of them are poor in English.1

As all the medical subjects are written in English language especially in first year students have to read and write anatomy, physiology and their core subjects. It becomes very problematic for them to correlate with the advanced learner students. There are so many factors which influence the academic performance of the students. Identification of those factors could help to establish a support system for the poor students to improve their academic performance.

Once the studentsstarted performing poorly, many times he/she is not able to get back on track with improved performance. There are so many factors which influence the academic performance of the students. Identification of these factors would help to establish a support system, to help the students for improving their academic performance.

Ferguson, James and Madeley in their review of literature, for factors associated with success in Medical school concluded that previous academic performance is a good, but not perfect predictor of achievement in medical training and it accounts for 23% of the variance in performance in undergraduate medical training. 2

Materials and Methods:

- A single blind analytical research3in Jawaharlal Nehru Homeopathic Medial College is done with inclusion of 100 students, out of which 46 are boys and 54 were girls. Studentsare of 1st BHMS.
- Consent was taken from each and every students of 1st BHMS of Session (2021-22), a pre-tested self-administered questionnaire was administered. These questionnaire were included general information about the student including their year of study and the Dennis Congo Study Skills Inventory (DCSSI)4 The DCSSI is a valid study skills inventory questionnaire. It includes six domains, namely textbook reading, note taking, memory, test preparation, concentration time management etc5. All of these six domains has 5 to 13 components which were assessed using sentences to compositely indicate each component on a five point rating scale. Students have to choose from the five points:
- There are 51 questions. They are instructed to think carefully about each statement and respond as truthfully. Using the scale below, they have to circle the number that best describes their behaviour for that particular study skill.

Almost always = 5
Higher than half of the time = 4
About half the time = 3
Less than half the time = 2
 Almost never=1

Questionnaires: There are following questions mentioned below, such as;

Table 1

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Questions	1-8	Textbook understanding
Questions	9-13	Note taking
Questions	14-22	Memory
Questions	23-35	Test preparation
Questions	36-45	Concentration
Questions	46-51	Time management

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Results:

Responses of students under 6 sphere of questionnaire(text book reading 8 questions, notes taking 5 questions, memory 5 questions, test preparation 8questions, concentration 7 questions and time management 4 questions) were obtained in the following tables.Data entry was done in a database prepared exclusively for the study, using the software Microsoft Office Excel 2016 software.

Table 2: Response of students to Text book Reading

	Almost Never	Less than half of the time	About half of the time	More than half of the time	Almost Always
Formulation of questions	21	26	30	10	13
Noticing bold, headings	7	22	14	23	34

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Meaning of new terms	19	24	9	16	32
Question making	11	28	20	15	26
Understanding main ideas	21	6	12	19	42
Identify the main idea	12	24	12	14	38
Reading	6	8	20	27	39
Textbook study	15	40	15	20	10

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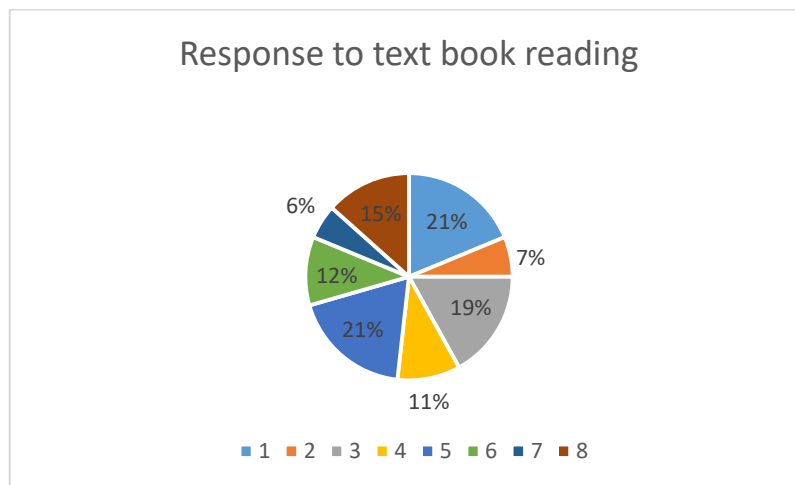
Figure:1

Our study revealed that while reading a text book, only 13 students said that they almost always formulate questions before, during or after reading the text book, while majority students said that theyhad never formulate questions while readingthe text book. 34 students stated that they always survey headings, bold print, italics, questions etc. before reading. Majority of students said that they almost always get the meanings of new terms as they encounter them while reading text book. Only six students said that they almost never read the chapter second time. Reading book properly has the least percentage that is 6%

Table3: Response of students for Notes taking

	Almost Never	Less than half of the time	About half of the time	More than half of the time	Almost Always
Own Notes taking while reading	36	26	14	10	14
Notes taking in Lectures	30	28	16	12	18
Reviewing of notes	26	15	21	18	20
Rewriting lecture notes	22	18	20	10	30
Comparing with others notes to check	15	23	10	20	32

| for accuracy					

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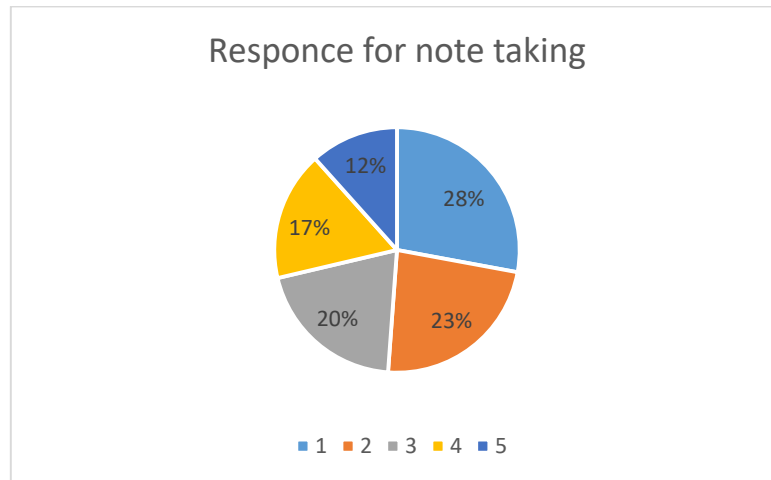
Figure 2

If we go through the second table we will see that-"Comparing with other notes to check for accuracy" has the least percentage that is 12%

Table 4: Response of students regarding Memory

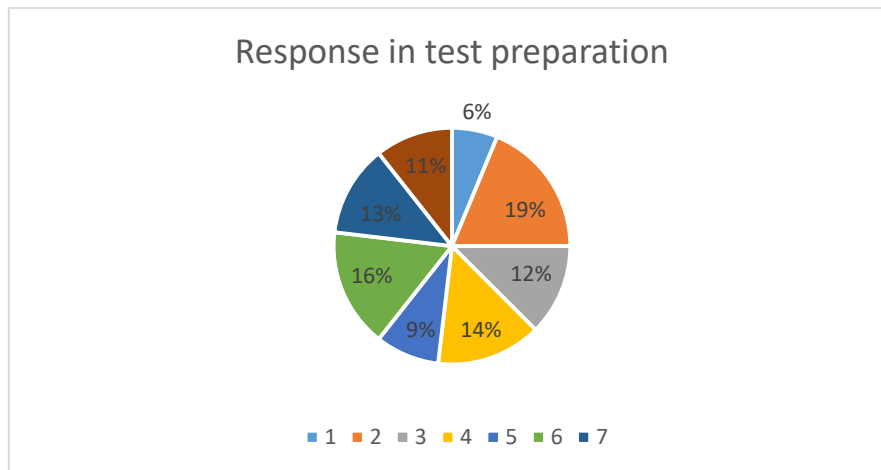|	Almost Never	Less than half of the time	About half of the time	More than half of the time	Almost Always
Reviewing notes for exams	18	6	25	20	31
Using mnemonics	20	12	22	25	21
Using visuals like charts	17	10	20	29	24
Quiz yourself about questions in exams	22	20	14	18	26
Converting lecture into own words	23	12	19	17	29

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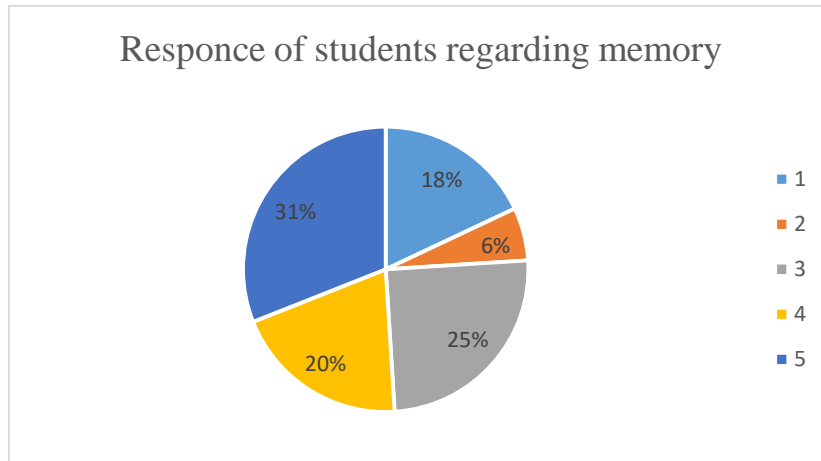
Figure 3

If we go through the Third table we will see that- "Using mnemonics" has the least percentage that is 6%

Table 5: Response of students to Test Preparation

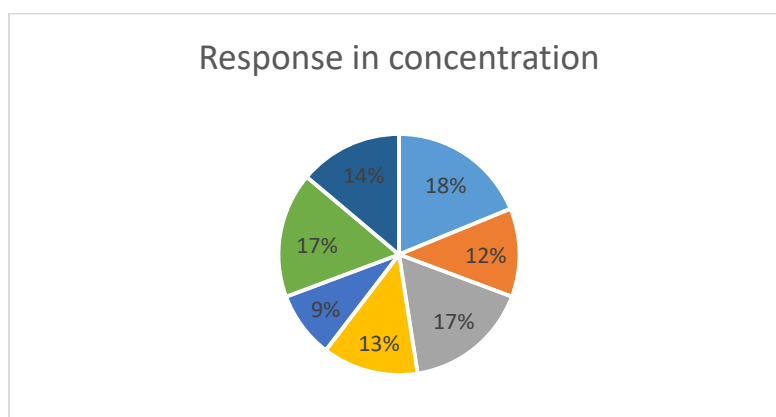|	Almost Never	Less than half of the time	About half of the time	More than half of the time	Almost Always
Group study	10	21	20	22	27
Getting help from friends, tutors	30	20	16	12	22
Clear conception about everyday class	20	18	21	18	23
Reviewing notes before going to class	23	21	19	19	18
Study from first	14	22	26	20	18
Reviewing notes everyday	26	19	14	17	24
Eating properly everyday	20	24	16	19	21
Exercise daily	17	12	8	26	37

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Figure 4

If we go through the Fourth table we will see that- "Group Study" has the least percentage that is 6%

Table 6: Response of students about Concentration

|	Almost Never	Less than half of the time	About half of the time	More than half of the time	Almost Always
Study in a quiet place	19	17	12	15	37
Short break taking between study	12	16	28	34	10
Same study place	17	12	20	26	25
All handy equipment	13	15	18	23	31
Break big tasks in small	9	21	23	18	29
Uninterested subject learning tact	17	19	13	26	25
Pay attention in class	14	18	19	27	22

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Figure 5

If we go through the Fifth table we will see that- "Break big tasks in small" has the least percentage that is 9%

Table 7: Response of students regarding Time Management

	Almost Never	Less than half of the time	About half of the time	More than half of the time	Almost Always
Calendar book using	26	31	10	13	20
Daily to do list	19	22	12	15	32
Short and long term goals	23	22	16	21	18
For each class ,study time of self is at least 2 hours	19	9	17	25	30

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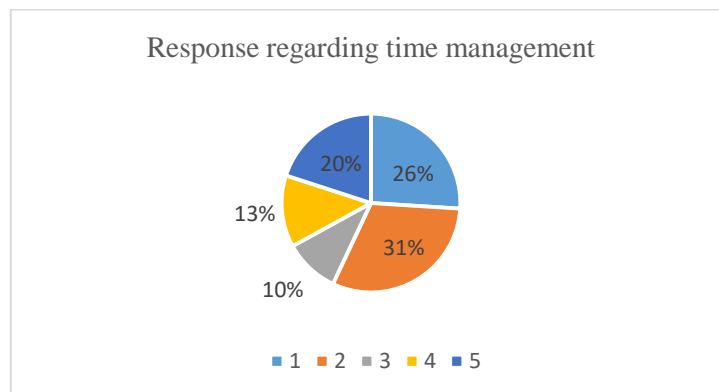
Figure 6

If we go through the Fifth table we will see that- "Short and long terms goal" has the least percentage that is 10%

Discussion

The findings from our study revealed that, the main problems among students were Reading book properly, Comparing with other's notes for accuracy,6 Using mnemonics, Group Study, break big tasks in small, short and long term goals.7The main problems of the medical studentsof first BHMS is notified using a general information questionnaire and this specific research with validated questionnaire on study skills and found that medical students had a problem with Comparing with other's notes for accuracy,8 Using mnemonics, Group Study, break big tasks in small,5 short and long term goals and time management. Similar results were also noticed in a study done by Stark in 2008.9 It has been shown that possessing a scheduled plan, profound study along with concentration can improve learning in medical students.10

Recommendations

Study skills and improvement of students can be improved further by better time management, test preparation, Group study, and short and long term goals.11 Applying remedial study skills leads to better student learning. Conducting study skill classes for the 1st BHMS would help in improving their

academic performance. Thepedagogic portion of the course is to be supplemented with other teaching learning methods like group discussions, role plays and demonstrations.

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