

# Perceptions of First-Year MBBS Students on Educational Environment in a Family Adoption Programme Using the DREEM Tool

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## INTRODUCTION

- The Family Adoption Programme (FAP), mandated by the NMC, connects medical education with community health through rural engagement.
- A positive learning environment is essential for student engagement, motivation, and academic progress.
- But its impact within the FAP remains underexplored.
- While community-based medical education has been studied, there is limited data on students' perceptions of the FAP specifically.
- Understanding these perceptions is critical, as the learning environment influences students' behavior and well-being.

## AIMS AND OBJECTIVES

To evaluate first-year medical students' perceptions of their educational environment under the NMC Family Adoption Programme using the DREEM tool.

## MATERIALS AND METHODS

**Study Design:** Cross-sectional study

**Study Location:** Department of Community Medicine JNMC, AMU, Aligarh.

**Sampling Unit:** First-year medical students

**Study Unit:** Individual first-year medical student

**Study population:** First-year medical students of 2023 batch enrolled at JNMC, AMU, Aligarh

**Sample Size:** 110 out of 147 first-year med.

**Data Collection:**

**Tools:** DREEM Questionnaire scale (0-4)

Items Scores were categorized according to DREEM standards, and individual question mean scores were analyzed for deeper insight.

Learning, Teachers, Atmosphere, Academic self-perceptions, Social self-perceptions

The questionnaire was distributed to consented individuals (n=147) after receiving ethical approval.

**Data Analysis:**

- The filled questions were collected and statistically evaluated.
- The data were presented as mean and standard deviation, frequency, and percentages.
- The responses were analyzed and interpreted using

## References

- Community as a classroom: Perception of an Indian medical graduate on family adoption programshree, Amogha et al. Clinical Epidemiology and Global Health, Volume 28, 101630
- Pai, P.G., Menezes, V. Srikanth, .Subramanian, A.M., Shenoy, J.P., (2014). Medical Students' Perception of Their Educational Environment, J Clin of Diagn Res. 8(1), 102-107

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## RESULTS

### Educational Environment Survey Results

Category	Mean Score (Max)	Key Observations	Areas for Improvement
Overall Educational Environment	131.2 (200)	"More positive than negative" perception.	-
Students' Perceptions of Learning	31.75 (48)	- Encouraged to participate (2.6) - Teaching was stimulating (2.5) - Helped develop competence (2.8)	- Overemphasis on factual learning (2.4) - Teacher-centered approach (2.2)
Students' Perceptions of Teachers	30.25 (44)	- Viewed as knowledgeable (3.2) - Good communicators with patients (3.0)	- Constructive criticism lacking (2.4) - Managing authoritarian tendencies (1.7)
Students' Perceptions of Atmosphere	31.33 (48)	- Relaxed lecture environment (2.7) - Strong support systems (2.8)	- High stress levels noted (2.1)
Students' Academic Self-Perception	20.19 (32)	- Confidence in clinical skills (2.4) - Well-prepared for profession (2.6)	- Slight lack of confidence in academic success (2.4)
Students' Social Self-Perceptions		- Concerns about from friends (2.4) - Socially comfortable (2.6)	- Loneliness (2.3)

## CONCLUSION

potential to enhance educational outcomes while contributing to community health initiatives.

- Despite the positive ratings, the study identifies specific areas for improvement that could further refine the program's effectiveness and foster a more supportive learning environment.
- Addressing these concerns will be crucial in maximizing both student well-being and the program's impact.

### ENABLERS

- Positive learning environment with stimulating teaching and strong support systems.
- Integration of medical education with real-world rural health exposure, fostering engagement.

### CHALLENGES

- Overemphasis on teacher-centered and factual learning approaches.
- Stressful atmosphere and concerns about loneliness impacting social integration.

