

Exploring the Scope of the Jigsaw Classroom: An Innovative Teaching-learning Method for Ayurveda Undergraduates

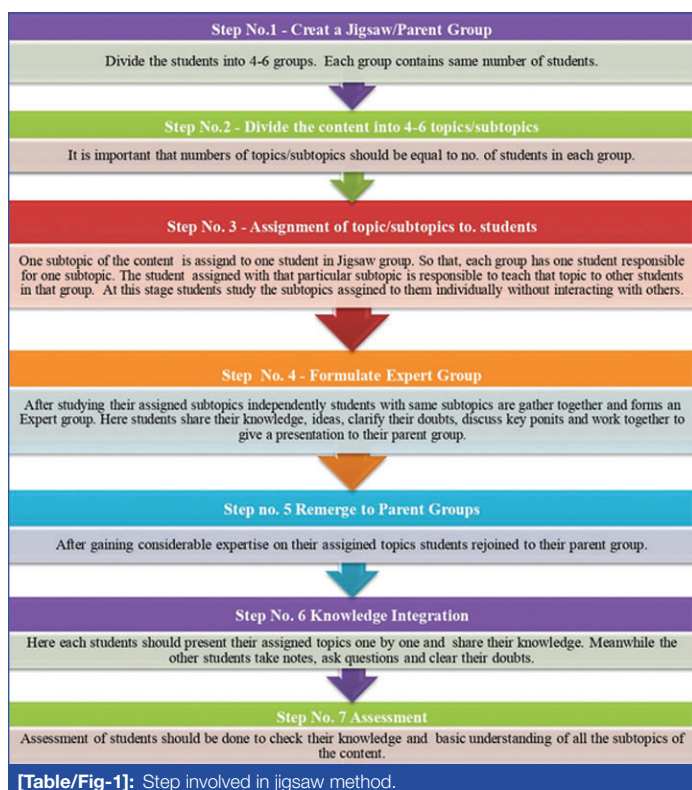
SEEMA THAKARE¹, SUMANT PANDE²**Keywords:** Didactic lectures, Medical education, Teaching method

Dear Editor,

Various innovative teaching-learning methods have been incorporated into medical education to enhance skills such as communication, critical thinking, and attitude development among students. However, the challenge lies in selecting and implementing strategies that are both feasible and impactful for learners. Didactic lectures are often teacher-centred and monotonous, which ultimately reduces students' interest in the classroom.

The Jigsaw teaching method is a unique cooperative learning strategy introduced in 1971 by Professor Elliot Aronson. It is a student-centred teaching-learning approach that enhances student participation and active learning by creating a supportive and motivating environment. This method helps students grasp complex concepts more easily through collaborative group work. Consequently, it encourages active participation, teamwork, group interaction, and mutual learning among students from diverse backgrounds [1,2].

In this method, two types of groups are formed — the parent group (primary group) and the expert group (temporary group). The steps involved in the Jigsaw method are shown in [Table/Fig-1] [3,4].

**[Table/Fig-1]:** Step involved in jigsaw method.

education by incorporating emerging technologies and innovative teaching tools. Recognising this need, the National Commission for Indian System of Medicine (NCISM) has introduced various innovative teaching-learning methods in Ayurveda education [5].

Implementing the Jigsaw Classroom in Ayurveda teaching has the potential to offer significant benefits to students. This method can be effectively applied to achieve learning objectives across a wide range of topics. For the first professional year, it can be used for topics such as *Peshi* (muscles), *Asthi* (bones), *Dhatu* (major structural components of the body), *Prakruti* (body constitution), *Trividha Nyaya*, and *Tantrayukti* etc. For the second professional year, it is suitable for topics such as various *Vyadhi* (diseases), Herbal drugs, *Rasapanchak*, *Dincharya*, *Rutucharya*, *Ashtang Yoga*, *Rasashastra* formulations, and different *Visha Dravyas* (poisonous substances). In the third professional year, the Jigsaw method can be used for topics such as parasurgical procedures in *Shalya* (surgery), parasurgical procedures in *Shalakya* (ENT), and *Panchakarma* (detoxification therapy). Teachers can also adopt this method for many other subjects and topics to further enrich the learning experience. An example of the Jigsaw method is illustrated using the topic of *Rasapanchak*, as shown in [Table/Fig-2].

**[Table/Fig-2]:** Example of jigsaw (*Dravyaguna* Topic - *Rasapanchak*).

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