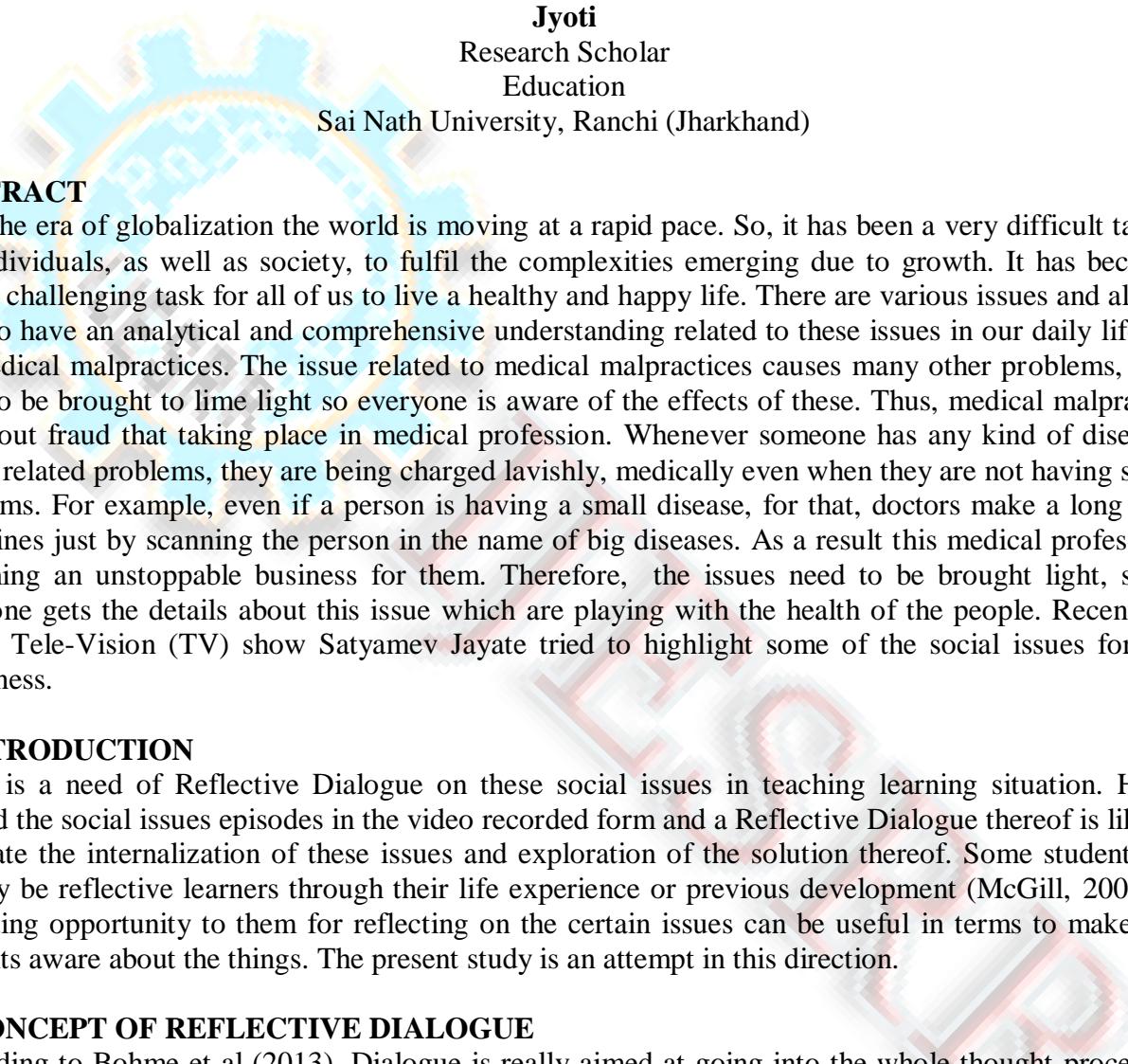


Thematic Apperception of M.Ed. Students Throughreflective Dialogue on Satyamev Jayate TV Programme With Special Reference of Awareness About Medical Malpractices



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ABSTRACT

With the era of globalization the world is moving at a rapid pace. So, it has been a very difficult task for the individuals, as well as society, to fulfil the complexities emerging due to growth. It has become a highly challenging task for all of us to live a healthy and happy life. There are various issues and all of us need to have an analytical and comprehensive understanding related to these issues in our daily life such as, medical malpractices. The issue related to medical malpractices causes many other problems, which need to be brought to lime light so everyone is aware of the effects of these. Thus, medical malpractices are about fraud that taking place in medical profession. Whenever someone has any kind of disease or health related problems, they are being charged lavishly, medically even when they are not having serious problems. For example, even if a person is having a small disease, for that, doctors make a long list of medicines just by scanning the person in the name of big diseases. As a result this medical profession is becoming an unstoppable business for them. Therefore, the issues need to be brought light, so that everyone gets the details about this issue which are playing with the health of the people. Recently, an Indian Tele-Vision (TV) show Satyamev Jayate tried to highlight some of the social issues for mass awareness.

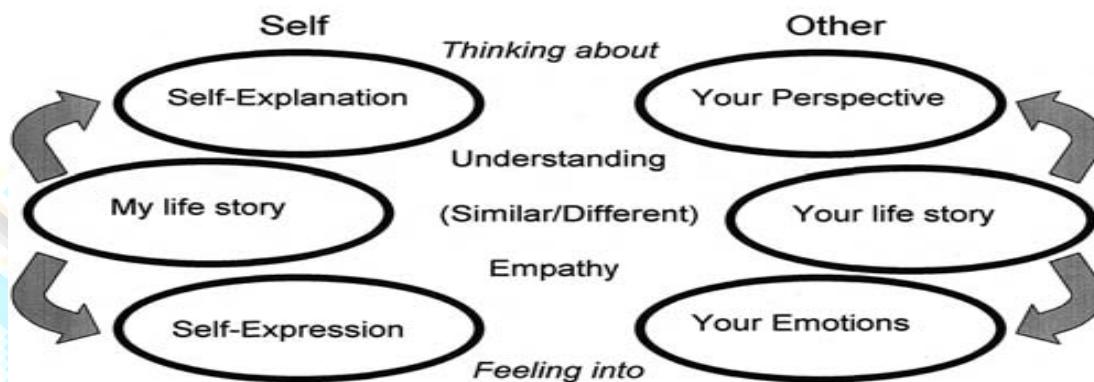
1. INTRODUCTION

There is a need of Reflective Dialogue on these social issues in teaching learning situation. Having viewed the social issues episodes in the video recorded form and a Reflective Dialogue thereof is likely to facilitate the internalization of these issues and exploration of the solution thereof. Some students may already be reflective learners through their life experience or previous development (McGill, 2007) and providing opportunity to them for reflecting on the certain issues can be useful in terms to make other students aware about the things. The present study is an attempt in this direction.

1.2 CONCEPT OF REFLECTIVE DIALOGUE

According to Bohme et al (2013), Dialogue is really aimed at going into the whole thought process and changing the way the thought process occurs, collectively. When stimulus is provided then some kind of thinking is evoked. Dialogue emerging out of focus thinking on a particular stimulus is termed as reflective dialogue. Reflection is a generic term for those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to new understandings and appreciation (Bond, 1983). In this case reflective dialogue will be sharing reflection & in class setting on various examples of symbiotic phenomenon. Reflection is reporting of conscious inner thoughts, desires and sensations through self introspection. It is a usually mental and purposive process relying on thinking, reasoning and examining one's thoughts, feelings. It can also be called contemplation of one's self. The following figure shows different components of reflective dialogue.

Reflective Dialogue



Source: Reflective Practices (e-book)

Reflective dialogue is a process of internally examining and exploring an issue of concern, triggered by an experience, which creates and clarifies meaning in terms of self, which results in a changed conceptual perspective (Boyd, 1983). Considering the reflective experience of the “self and other” in a dialogue, on the cognitive side of self-reflection, there is, Learner’s imagery, the creation and articulation of a life story. This act of organizing thoughts and explaining oneself is itself a boon to self-understanding. Then there is the interaction with another’s life story and perspective, then another’s story, and so on. While witnessing another’s story, some of the attendant self-scanning concerns perceptions and assumptions: How am I reacting to this story? To this person? What are my reactions telling me about my own assumptions about life and people? At the same time, attention also turns to imagining. What has this person’s life been like? Why do they see things the way they do? This is a different sort of self-listening in which the self makes inferences about what makes others tick and how they relate to their world (Schon, 1983).

Table 1.1

Episodes, Title, Main Points covered and Air Date of Satyamev Jayate TV Programs

Episode	Title	Main points	Original Air date
1	Female foeticide in India (Daughters are precious)	The episode focused on killing of unborn girls, or female foeticide. It involves the collusion of families, doctors and a social structure that encourages the desire for a boy child - at any cost.	6 May 2012
2	Child sexual abuse Break the Silence	The sexual abuse of children is a horrible reality. Research has shown that as many as 53 per cent, or one in every two children, are victims of child sexual abuse. Children should be educated and encouraged to say No to abuse.	13 May 2012
3	Dowry system in India (Marriage or Market place)	The concept of marriage appears to have turned into a transaction. It is very important for the girls and their families to say NO to dowry and to insist upon simple ceremonies.	20 May 2012
4	Medical malpractice (Every Life is Precious)	People believe medical practitioners to be equipped with the knowledge and skills to safeguard their health. Many a times this belief becomes a	27 May 2012

		nightmare.	
5	Love marriages and Honor killings in India (Intolerance to Love)	Love is said to make the world go round and cause glacial deities to melt. How tragic that such a positive force should face opposition from society, family, and that this tussle should lead to rifts, torture and death.	3 June 2012
6	Physical Disabilities (Persons with disabilities)	People with disabilities aim for the same normal life as the rest of us do. But, their will to participate in all aspects of life is often ignored, questioned and ridiculed. Access to public places and buildings is restricted and often impossible. Doors are closed for schooling and employment.	10 June 2012
7	Domestic Violence (Danger at home)	Married life is always foreseen as a happy lovely life. But for numerous women it is the beginning of a stressful, violent existence. For many men beating their wives is very normal, as it had been deep-seated in their minds as a part of their upbringing.	17 June 2012
8	Pesticide poisoning and Organic farming (Poison on our Plate?)	Right from the time we are born, food and water play an important role in our well-being. However, harmful pesticides seemingly necessary for improved agricultural output have been contaminating our food and water for years now. It has serious implications on our health too.	24 June 2012
9	Alcohol abuse (Think before you Drink)	Alcohol consumption is associated with having fun and enjoying life. However excessive and irresponsible drinking takes away the enjoyment. Many alcohol addicts have climbed back to normal life, proving that it is possible to live happily without alcohol.	1 July 2012
Episode	Title	Main points	Original Air date
10	Casteism and Untouchability (Dignity for All)	65 years of independence and it's a shame that yet in India the despotism of caste-based discrimination and untouchability is still practised in country. Children are unable to go to school, employment opportunities are closed, and even education does not open dogmatic minds.	8 July 2012
11	Old age (Sunset Years, Sunshine Life)	Our parents are the ones who have brought us up and made us what we are. They deserve our love and care. Many people all over India fail to understand their importance, going by the numbers of abandoned old people taken in at old age homes.	15 July 2012
12	Water crisis and	Water appears to be the most vital substance for our	22 July

	Rainwater harvesting (Every Drop Counts)	existence after air. Though we have enough water to fulfil our needs now, a time is not far when our water supply runs out and we have to buy water at a price similar to fuel.	2012
13	We the People (Idea of India)	To make india sovereign, secular, democratic republic with justice, liberty, equality and fraternity for all.	29 July 2012
14	Independence Day Special (Satyamev Jayate Ka Safar)	Measuring the impacts of all the episodes.	15 August 2012

Apart from this, no studies appeared to have been conducted in India to investigate the apperception of would be teacher educators through the reflective dialogue on sensitive social issues. Most of the studies conducted were either on TAT or reflective dialogue. The study of Goel & Goel (2007) found on would be teacher educators which attempted to study apperceptions of M. Ed. students on the factors relating to life. Most of the studies on reflective practices revealed that the reflective practices are effective in teaching-learning process as it improves creative and critical thinking. Thus it was felt that there was a strong need to study the awareness of would be teacher educators on social issues and to what are their apperceptions through the reflective dialogue on social issues. These points were also rationalized the undertaking of the present study.

2. RESEARCH QUESTIONS

In the light of the aforesaid, the present study was undertaken with a view to find the answers for the following questions derived from the reviewed studies:

Are the M. Ed. students aware of the medical malpractices?

1.What are the thematic apperceptions of the M. Ed. students on medical malpractices?

2.How far the reflective dialogue can affect the apperceptions of the M. Ed. students?

3.Whether there is affection of gender or stream of study on thematic apperceptions of the M. Ed. students through the reflective dialogue?

3. SPECIFICATION OF PROBLEM

3.1 Statement of Problem

Thematic Apperception of M. Ed. Students through Reflective Dialogue on Satyamev Jayate TV Programme

3.2 Objectives of the Study

1. To study the awareness about medical malpractices among the M. Ed. Students.
2. To study the Thematic Apperception of M. Ed. Students through Reflective Dialogue on the medical malpractices episode of Satyamev Jayate.
3. To compare the Thematic Apperception of M. Ed. students on the medical malpractices episode of Satyamev Jayate with respect to:

- Gender
- Stream

3.3 Delimitation of the Study

- The present study was delimited to the one episode of Satyamev Jayate i.e Medical Malpractices.
- Further, the proposed study was delimited to the M. Ed. Students of the Department of Education (CASE), the M. S. University of Baroda enrolled during the academic year 2012-13.

3.4 Explanation of the Terms Used

Reflective Dialogue:

In the context of present study, reflectice dialogue is termed as the discussion amongst M. Ed. students emerging out of their thinking after viewing the episode on medical malpractices of Satyamev Jayate TV show.

Thematic Apperception:

For the present study, thematic apperception means the resultant responses of M. Ed. students with respect to the problematic situations presented through the episode. It is as a result of the reaction of the individual to the problematic stimuli in the society depicted through the medical malpractices episode of Satyamev Jayate TV show.

Medical Malpractice:

It is professional negligence by act or omission by a health care provider in which the treatment provided falls below the accepted standard of practice in the medical community and causes injury to death of the patient. Today the TV is one of the most powerful medium with extraordinary reach. No one can doubt its potential as a catalyst of social changes. The television is being increasingly used in education as an audio visual media because of its suitability to the perception process of man. Scientific observation have confirmed that a common man perceives 88 % of his total knowledge through the senses of sight and hearing and of that 75 % comes through vision only. Use of television in education and improving teaching learning strategies at formal levels cannot be underestimated. Educational program through television and other media make it possible to share teaching more widely. Television has been treated as one of the most effective modern technologies of education. It helps in development of creative thinking of children, visual perceptivity, acquaintance with contemporary knowledge application of ideas in varied situation, bringing distant objects close to the learner through audio-visual presentation. (Das, 2010) Satyamev Jayate (Truth Alone Prevails) was an Indian television [talk show](#) that aired on various channels within [Star Network](#). The show takes inspiration from the format of the Oprah Winfrey show. The show was about meeting the common man of India, connecting with India and its people though the show focus on understanding the problem of the people. The show received an overwhelming positive response and feedback from both the critics as well as the public. The show was widely appreciated by several film and television personalities, politicians and social activists for its research, format, presentation and content. The show highlighted sensitive social issues prevalent in India such as [female foeticides](#), [child sexual abuse](#), [dowry](#), [honor killings](#), insensitivity towards the [physically disabled](#), [domestic violence](#), overuse of pesticides leading to [pesticide poisoning](#), [alcoholism](#), [untouchability](#), plight of [senior citizens](#) and [water crisis](#) including medical malpractices. The episode on medical malpractices shed light on a slew of such medical cases where doctors forced patients suffering from minor ailments to undergo operation just to extract money from them. It also highlighted the lacuna of medical fallacies, right from the ruthlessness of few doctors, prescribing wrong medication, and students paying excessive fees for medical education to a few good doctors practicing to serve humanity.

4. IMPLICATIONS OF REVIEW OF RELATED LITERATURE

From this study, it can be observed that several studies on thematic apperception and reflective dialogue have shown that even though efforts were made in this direction but the past researches have focused either on Thematic Apperception Test or reflective dialogue. The section wise implications of the reviewed studies have been presented below: In the first category, all the studies were on psychological characteristics except the study of Murray (1943) which was on social and interpersonal situations. Most of the studies used either picture or card in terms to measure TAT. The samples comprised of school children to adults, but, the investigator could not locate any study on Teacher Education, except the studies of Gray (1999) and Goel & Goel (2007). In all the reviewed studies, story-telling from picture or card was the common mode. The exception was only the study of Goel & Goel (2007), which used power

point slides on the different factors. The Investigator could not locate any study focusing on Psycho-Social videos on the apperception of the person. In the second category of the presented related literature on reflective practices, all the studies were on either pre-service or in-service teachers. The investigator could not locate any study on teacher educators except the study of Goel & Goel (2007). So it is equally important to carry out such studies on teacher educators as they are engaged in education. Majority of the studies were qualitative in nature and found that the reflective practices can improve the teaching-learning practices. All the four reviewed studies under third category measured impact of TV on achievement of the students. Majority of the studies selected sample from school going children except the study of Lee & Amanda (2007) which focused on young adults. All the reviewed studies under this category were experimental except the qualitative study of Lee & Amanda (2007). The studies found positive impact of the TV on the learning of the students. However, the investigator could not locate any study on the impact of episodes of the telecasted programme. Therefore more research is needed to study the thematic apperception and reflective dialogue either at B. Ed. or M. Ed. level as the students of both programmes are the future teachers and teacher educators. Hence in the present study, the investigator tried to measure the thematic apperception of the prospective teacher educators through Reflective Dialogue. The Ideology of Social Reconstruction in Education has as a general belief the idea that education is a power that can contribute to the improvement of the society. Some of its supporters believe that education must prepare students to cleverly manage various situations in their lives. It is considered as an opportunity for people to prepare themselves for the continuous changes of the conditions in their lives (Efland, 1990).

5. AWARENESS ABOUT MEDICAL MALPRACTICES AMONG M. ED. STUDENTS

In order to analyze the perceptions of the M. Ed. students about the medical malpractices, data were collected using questionnaire. The collected data from the thirty M. Ed. students were analyzed using frequency, percentage and content analysis techniques. For the close-ended items of the questionnaire, frequency and percentage was counted whereas, for the open-ended items of the questionnaire, content analysis was done. The results obtained from the study were analyzed and interpreted below. The objective of administering the questionnaire was not to find the apperceptions of the M. Ed. students on medical malpractices based on the reflective dialogue but to measure their existing knowledge regarding the medical malpractices.

Table 5.1

Distribution of Frequency of M. Ed. Students (30) in terms of their Perception on Meaning of Satyamev Jayte

Sr. No.	Meaning of Satyamev Jayte	Total	
		F	%
1	NR	01	3.33
2	Truth always wins	15	50
3	Truth alone prevails	09	30
4	Social issues & reality awareness	05	16.66

Table 5.1 Shows that fifteen (50 percent) M. Ed. students perceived, truth always wins as the meaning of Satyamev Jayate. Nine M. Ed. students (30 percent) perceived truth alone prevails as the meaning of Satyamev Jayate. The other meaning perceived by them was social issues & reality awareness (five M. Ed. students) whereas, one among them did not respond.

From the above responses, it can be observed that half of the respondent M. Ed. students were aware about the true meaning of Satyamev Jayate. However, it can be observed from the table 5.2 that majority of the respondent M. Ed. students have watched the Satyamev Jayate TV show.

Table 5.2**Distribution of Frequency M. Ed. Students (30) in terms of the Satyamev Jayte TV Show Watched**

Sr. No.	Watched Satyamev Jayte TV Show	Total	
		F	%
1	NR	03	10
2	Yes	24	80
3	No	03	10

From the table 5.2, it can be observed that twenty four (80 percent) M. Ed. students had watched the Satyamev Jayate TV show whereas, three (10 percent) had not watched the Satyamev Jayate TV show.

From the above data, it can be seen that the majority of them had watched the Satyamev Jayate TV show but nearly half of the respondent M. Ed. students were not sure about the objectives of the Satyamev Jayate TV show which can be observed from the table 5.3.

Table 5.3**Distribution of Frequency M. Ed. Students (30) in terms of the Objectives of Satyamev Jayte TV Show**

Sr. No.	Objective/s of Satyamev Jayte TV Show	Total	
		F	%
1	To bring change in the society	07	23.33
2	To expose the social evils to masses	08	26.66
3	To educate the people	00	00
4	All of these	17	56.66

Table 5.3 shows that seventeen (56.66 percent) M. Ed. students perceived that all the stated objectives of the Satyamev Jayate TV show are realised through the Satyamev Jayate whereas, eight (26.66 percent) and seven (23.33 percent) M. Ed. students perceived to expose the social evils to masses and to bring change in the society respectively as the objective of the Satyamev Jayate TV show respectively.

Hence it is clear that nearly half of the M. Ed. students were unaware about the objectives of the Satyamev Jayate TV show. This shows that they have to think more on objectives of the content then just mere watching about the particular things.

Table 5.4**Distribution of Frequency M. Ed. Students (30) in terms of their Perception about Life**

Sr. No.	Life is most precious and it should be saved	Total	
		F	%
1	Yes	30	100
2	No	00	00

From the table 5.4, it can be observed that all the thirty (100 percent) M. Ed. students perceived that life is most precious and it should be saved.

From the above result, it is clear that all the respondent M. Ed. students perceived life as most precious and it should be saved. This can be further depicts from their responses on the awareness about the term medical malpractices as it deals with the health. In response to the question regarding whether they know about the medical malpractices, the following result was emerged.

Table 5.5**Distribution of Frequency M. Ed. Students (30) in terms of their Awareness about the term Medical Malpractices**

Sr. No.	Awareness about medical malpractices	Total	
		F	%
1	Yes	25	83.33
2	No	05	16.66

Table 5.5 shows that twenty five (83.33 percent) M. Ed. students were aware about the medical malpractices whereas, five (16.66 percent) among them were unaware.

The result from the table 5.5 depicts that most of the respondent M. Ed. students were aware about the medical malpractices practiced in the medical profession. But when it comes to the meaning of the term medical malpractices, half of them were not aware about the complete meaning of the medical malpractices. The data presented in the following table 5.6 support this.

Table 5.6**Distribution of Frequency M. Ed. Students (30) in terms of their Perception about the Meaning of Medical Malpractices**

Sr. No.	Perception about meaning of Medical Malpractices	Total	
		F	%
1	Medical negligence	06	20
2	Doctors charging high fees	01	3.33
3	Prescribing more medicines than required	01	3.33
4	Doing fraud in the name of profession	09	30
5	All of these	15	50

Regarding the meaning of life, table 5.6 shows that fifteen (50 percent) M. Ed. students perceived all the stated as the meaning of medical malpractices. Nine (30 percent) M. Ed. students perceived that doing fraud in the name of profession as the meaning of medical malpractices whereas, six (20 percent) among them perceived medical negligence as the meaning of medical malpractices.

As the term medical malpractices includes medical negligence, charging high fees, prescribing more medicines than required and doing fraud in the name of medical profession, only half of the respondent M. Ed. students were not aware fully about the complete meaning of the term medical malpractices. When they were asked about the main aim of the doctors, their responses were varied from providing medicine to providing good health to people. The following table 5.7 shows this result.

Table 5.7**Distribution of Frequency M. Ed. Students (30) in terms of their Perception on Main Aim of Doctors**

Sr. No.	Perception on main aim of doctors	Total	
		F	%
1	To provide medicine	01	3.33
2	To help patients & care their problems	12	40
3	To save life of people	11	36.66
4	To provide good health	05	16.66

Table 5.7 shows that twelve (40 percent) M. Ed. students perceived that to help patients and care their problems as the main aim of doctors whereas, eleven (36.66 percent) M. Ed. students perceived to save life of people as the main aim of doctors. Five (16.66 percent) M. Ed. students perceived to provide good health as the main aim of doctors whereas, one (3.33 percent) responded that it is to provide medicine.

Understanding the reason of the cause of medical malpractices, a question was included in the tool to know the perception of the M. Ed. students regarding the cause of the medical malpractices; the data obtained for this is as follows:

Table 5.8

Distribution of Frequency M. Ed. Students (30) in terms of their Perceptions about the Cause of Medical Malpractices

Sr. No.	Perceptions about the cause of medical malpractices	Total	
		F	%
1	Fame	00	00
2	Money	15	50
3	Intention	00	00
4	To recover the amount spent in getting their degrees	07	23.33
5	To run their profession	04	13.33
6	Lack of moral and ethical values	24	83.33

Table 5.8 shows that twenty four (83.33 percent) M. Ed. students perceived lack of moral and ethical values as the cause of medical malpractices whereas, fifteen (50 percent) among them perceived money as the cause of medical malpractices. Remaining seven (23.33 percent) and four (13.33 percent) M. Ed. students perceived to recover the amount spend in getting the degrees and to run their profession as the cause of medical malpractices respectively. From this, it can be observed that the most of the medical malpractices are causing due to the lack of moral and ethical values among the doctors and in medical profession. In medical practice, doctors' conducting different types of tests for diagnosing and treatment of the disease and basin test is one of among them. The following **table 5.9** presents the data related to the awareness of the M. Ed. students regarding the basin test.

Table 5.9

Distribution of Frequency M. Ed. Students (30) in terms of their Awareness about the Basin Test

Sr. No.	Aware about the Basin Test	Total	
		F	%
1	Yes	10	33.33
2	No	20	66.66

Table 5.9 shows that twenty (66.66 percent) M. Ed. students were unaware of the basin test whereas, remaining ten (33.33 percent) were aware of the basin test.

From the above it can be interpreted that nearly seventy percent M. Ed. students were unaware about the basin test. However, they were not in favour of the fairness of the basin test which can be seen from the following data.

Table 5.10

Distribution of Frequency M. Ed. Students (30) in terms of their Perceptions about the fairness of the Basin Test in Medical Malpractices

Sr. No.	Perception about the fairness of basin test	Total	
		F	%
1	NR	03	10
2	Yes	05	16.66
3	No	22	73.33

Table 5.10 shows twenty two (73.33 percent) M. Ed. students perceived basin test is not fair whereas, five (16.66 percent) M. Ed. students perceived basin test fair in medical practices. Remaining three (10 percent) M. Ed. students did not respond about the fairness of basin test. Having licensed for practicing is

needed in every profession. When they were asked about the licence of the every hospital/clinic/professional, the following result emerged from their responses.

Table 5.11

Distribution of Frequency M. Ed. Students (30) in terms of their Perceptions on Every Hospital/Clinic/Professional having Licence

Sr. No.	Perceptions on Every Hospital/Clinic/Professional having Licence	Total	
		F	%
1	NR	03	10
2	Yes	12	40
3	No	15	50

Table 5.11 shows that fifteen (50 percent) M. Ed. students perceived that every hospital/clinic/professional does not have licence for medical practices whereas, twelve (40 percent) M. Ed. students perceived that every hospital/clinic/professional is having licence for medical practices. Remaining three (10 percent) M. Ed. students did not respond.

From this it is clear that half of the respondent M. Ed. students perceived that every hospital/clinic/professional not having licence from the medical authority for their practice and this can be resulted in malpractices in medical profession. In any profession, malpractices could be the result of cut practices so the question regarding the cut practices in medical profession was included in the questionnaire. The following table shows the data related to the perception of the M. Ed. students regarding the cut practices in medical profession.

Table 5.12

Distribution of Frequency M. Ed. Students (30) in terms of their Perception about Cut Practices

Sr. No.	Perception about Cut Practices	Total	
		F	%
1	NR	23	76.66
2	Exchange of taking and giving commission	07	23.33

Table 5.12 shows that seven (23.33 percent) M. Ed. students perceived that exchange of taking and giving commission as the cut practices whereas, majority (76.66 percent) of them did not respond.

Thus, it can be observed that majority of them did not know about the cut practices in medical profession as they did not respond to the question.

Medical profession is considered as most costly among all other profession due to the high fee structure and other cost through the study. When asked a question whether medical malpractice is the result of to get incurred money back for the MBBS degree, the following were the responses of the M. Ed. students.

Table 5.13

Distribution of Frequency M. Ed. Students (30) in terms of their Perceptions on Medical Malpractices as a Reason of getting back the money incurred for receiving MBBS Degree

Sr. No.	Perceptions on Medical Malpractices as a Reason of getting back the money incurred for receiving MBBS Degree	Total	
		F	%
1	NR	01	3.33
2	Yes	15	50
3	No	14	46.66

Table 5.13 shows that fifteen (50 percent) M. Ed. students perceived that medical malpractices as the reason of getting back the money incurred for receiving MBBS degree whereas, fourteen (46.66 percent) perceived that getting back the money is not the reason.

When asked about their perception on burden of MBBS course fees leading fraud in the medical profession, the responses of the M. Ed. students obtained for the question are as follows.

Table 5.14

Distribution of Frequency M. Ed. Students (30) in terms of their Perceptions on Burden of MBBS Fees Causing Fraud in the Profession

Sr. No.	Perceptions on Burden of MBBS Fees leading fraud in the profession	Total	
		F	%
1	NR	01	3.33
2	Yes	18	60
3	No	11	36.66

Table 5.14 shows that eighteen (60 percent) M. Ed. students perceived that burden of MBBS fees causing fraud in their profession whereas eleven (36.66 percent) M. Ed. students perceived that burden of MBBS fees not causing fraud in their profession.

Thus from the above result presented in table 5.14, it could be said that the burden of high fees in medical profession leading to the fraud in the profession. So, the doctors might prescribe more medicines than needed for earning profits from the pharmaceutical companies. When asked a question about this, the following responses received from the M. Ed. students.

Table 5.15

Distribution of Frequency M. Ed. Students (30) in terms of their Perceptions on More Medical Prescription by Doctors

Sr. No.	Perceptions on more medical prescription by doctors	Total	
		F	%
1	They think human life is most important	06	20
2	To earn commission	11	36.66
3	To earn profit	11	36.66
4	To care the disease as early as possible	06	20
5	They have signed the contract with companies	05	16.66
6	All of these	05	16.66

Table 5.15 shows that eleven (36.66 percent) and same percentage of M. Ed. students perceived that doctors prescribing more medicines than required because of to earn commission and to earn profit respectively. The other reasons for the more prescription of medicines than required from doctors were importance of human life (20 percent), care of disease as early as possible (20 percent), contract with the medicine companies (five M. Ed. students) and all the stated reasons (16.66 percent).

Table 5.16

Distribution of Frequency M. Ed. Students (30) in terms of their Awareness about the Full Form of MCE

Sr. No.	Full Form of MCE	Total	
		F	%
1	NR	02	6.66
2	Medical Council of India	28	93.33

Table 5.16 shows that most of the M. Ed. students i.e. twenty eight (93.33 percent) were aware about the full form of MCI as they had mentioned Medical Council of India as the full form of MCI, whereas, two (6.66 percent) did not respond.

Thus, the vast majority of the respondent M. Ed. students were aware about the MCI not only its full form but also the duties and responsibilities of MCI which depicted from the data presented in the following table 5.7.

Table 5.17

Distribution of Frequency M. Ed. Students (30) in terms of their Perception on Duties and Responsibility of MCI

Sr. No.	Perception on duties and responsibility of MCI	Total	
		F	%
1	To cancel fraud doctors licence	11	36.66
2	To reduce the malpractices	05	16.66
3	To incorporate ethical and moral values	02	6.66
4	To look after the functioning of hospitals and doctors	11	36.66
5	All of these	17	56.66

Table 5.17 shows that seventeen (56.66 percent) M. Ed. students perceived all the stated duties as the duties and responsibility of MCI, whereas, eleven (36.66 percent) and the same percentage of M. Ed. students perceived to cancel fraud doctor's licence and to look after the functioning of hospitals and doctors as the duty and responsibility of MCI. The other duties and responsibilities of MCI perceived by them were to reduce the malpractices (16.66 percent) and to incorporate ethical and moral values (6.66 percent).

Table 5.18

Distribution of Frequency M. Ed. Students (30) in terms of their Perceptions about the Ill Health Care System and Medication Needed

Sr. No.	Perceptions about the ill health care system and medication needed	Total	
		F	%
1	NR	01	3.33
2	Yes	28	93.33
3	No	01	3.33

Table 5.18 shows that twenty eight (93.33 percent) M. Ed. students perceived that our health care system is ill and it needs medication. One (3.33 percent) perceived no, whereas, one (3.33 percent) was non-respondent. Thus the vast majority of the M. Ed. students perceived the present health care system as ill and it needs medication. When asked a question regarding the generic medical store, the following responses received from them.

Table 5.19

Distribution of Frequency M. Ed. Students (30) in terms of their Perception about the Generic Medical Store

Sr. No.	Perception about the generic medical store	Total	
		F	%
1	NR	14	46.66
2	Get medicine at lower price	10	33.33
3	Generic material at store	06	20

Table 5.19 shows that fourteen (46.66 percent) M. Ed. students did not respond about their perception on generic medical store. Ten (33.33 percent) and six (20 percent) M. Ed. students perceived to get medicine at lower price and generic material at store as the meaning of generic medical store, respectively.

Table 5.20

Distribution of Frequency M. Ed. Students (30) in terms of their Experience on Medical Malpractices

Sr. No.	Experience on medical malpractices	Total	
		F	%
1	NR	02	6.66
2	Yes	09	30
3	No	19	63.33

Table 5.20 shows that nineteen (63.33 percent) M. Ed. students had not experienced medical malpractices whereas, nine (30 percent) among them had experienced medical malpractices.

Further, when they were asked about their experiences regarding the medical malpractices, they expressed differences in operation cost in different hospitals (one M. Ed. student), referring to do operation which not needed in actual (two M. Ed. student), careless attitude of doctors (three M. Ed. student), and unnecessary charging and prescriptions (four M. Ed. student).

Lack of values among the doctors could be one of the major reasons for medical malpractices. When asked a question about the values they will inculcate in future medical aspirants, the following were the responses of the M. Ed. students.

Table 5.21

Distribution of Frequency M. Ed. Students (30) in terms of their Perceptions on Values to be Inculcated in Medical Aspirants

Sr. No.	Perceptions on values to be inculcated in medical aspirants	Total	
		F	%
1	NR	09	30
2	Ethical and moral values	12	40
3	Humanity	07	23.33
4	Empathy and kindness	02	6.66
5	Honesty and loyalty to profession	07	23.33
6	Respect to one's life	05	16.66

Table 5.21 summarizes the data related to the perceptions of the M. Ed. students towards the kinds of values they will inculcate in future medical aspirants. The data suggests that out of the thirty (100 percent) respondent M. Ed. students, twelve (40 percent) of them indicated ethical and moral values whereas, nine (30 percent) of them did not respond. The other values which they perceived to inculcate in future medical aspirants were humanity (23.33 percent), empathy and kindness (6.66 percent), honesty and loyalty to profession (23.33 percent) and respect for one's life (16.66 percent).

From the above it can be interpreted that the M. Ed. students wanted to inculcate ethical, moral, humanity, empathy, kindness values among the future medical aspirants. This can also be done during their study. Also honesty and loyalty to profession and respect for others' life are equally important for the medical aspirants. In terms of the perception of the M. Ed. students on their action against medical fraud the data is as follows:

Table 5.22

Distribution of Frequency M. Ed. Students (30) in terms of their Perceptions on their action against Medical Fraud

Sr. No.	Perceptions on action against medical fraud	Total	
		F	%
1	File a complaint	22	73.33
2	Make awareness	15	50
3	Impart education	04	13.33
4	Contact media	09	30
5	Any other	01	3.33

Table 5.22 shows that twenty two (73.33 percent) M. Ed. students perceived that they will file a complaint if they come across the medical fraud whereas, fifteen (50 percent) M. Ed. students perceived that they will make awareness about the medical fraud among others. Nine (30 percent) and four (13.33 percent) M. Ed. students perceived they will contact media and impart education respectively. The knowledge of M. Ed. students regarding medical malpractices has been examined above, the apperceptions on medical malpractices based on the reflective dialogue has been examined in the next section.

7. DISCUSSION

From the findings of the Objective I, it was observed that majority of them had watched the Satyamev Jayate TV show and they appreciated the concept of the show to spread awareness on social issues. This study also found the positive impact of the TV on the learning of the students. This finding supports the findings of the Samboornam (1980), Silvermail & Johnson (1990), Kapadiya (1992) and Lee & Amanda (2007). This type of programmes should be encouraged that can make people aware about the various social, educational and other issues of the state and nation. It was also found that most of the M. Ed. students were aware about the medical malpractices carried out in medical profession. As per the respondent students, the main aim of the doctors should be to help patients and to care their problems, to save life of people, and to provide good health to people. As doctors counted as second God as they are engaged with the serving to the people of the nation, so their prime motive should be to serve the people not just earning profits by engaging themselves with faulty medical malpractices. Doctors should be honest to their profession and to serve the people than engaging themselves with cut practices for receiving commissions. Lack of values among the doctors could be one of the major reasons for medical malpractices and as per the M. Ed. students and they wanted to inculcate ethical, moral, humanity, empathy, kindness, honesty and loyalty to profession, and respect for others' life among the future medical aspirants. Action against the medical fraud perceived by them were file a complaint, awareness about the medical fraud among others, contact media and impart education. It should also be noted that medical profession is one of the most costly profession due to its high fee structure and other charges, government should provide necessary financial supports to the needy medical students so they themselves will not engage in such malpractices for receiving back the incurred money in paying the fees. MCI should continuous monitor private medical colleges and medical practices done by the doctors. If any malpractice cases emerge then strict actions should be taken so others in profession won't engage in such practices. Our health care system is ill and its needs medication. Only the rich people can receive the latest health related services in five star category hospitals. But such types of latest services are not available in government hospitals. So government should be improved the health care services either by increasing GDP percentage for health and medical or providing free of cost health related services to the people. Lack of values among the doctors could be one of the major reasons for medical malpractices and as per the M. Ed. students and they wanted to inculcate ethical, moral, humanity, empathy, kindness, honesty and loyalty to profession, and respect for others' life among the future medical aspirants. Action against the medical fraud perceived by them were file a complaint, awareness about the medical fraud among others, contact media and impart education. The findings of the objective II suggest that M. Ed. students understood the concept of medical malpractices with better insight when demonstrated through the recorded video of the Satyamev Jayate TV show and they reflected with the important points on the medical malpractices. Their reflections were on spreading awareness among masses through the media and other means, not relying only one doctor and consulting to other doctors before receiving medical treatment, free health services by government, establishment of more government medical colleges and hospitals, promotion of different trusts and NGOs working for medical purpose, more investment from government on medical facilities, inculcating ethical and values among doctors, doctors must consider their profession as religion and their prime motive should be to serve society, no prescriptions of medicines or treatment without proper check-up, strict actions from MCI, restriction on private medical colleges and practices, ban on fake medical practices, removal of fraudulent doctors from the system and health education. Kettle & Sellars (1996) suggests that the formal education has a wide range of opportunities and pathways to introduce and practice reflective practice. Thus, use of reflective dialogue in teaching-learning process should be encouraged as their reflections will enhance their understanding regarding the knowledge of the content which they already know. From the findings of the Objective III, affection of gender and stream variables was found to be some extent. The female M. Ed. students were reflected their apperceptions on not relying only one doctor and consulting to other doctors before receiving medical treatment, legal formalities by government, doctors must consider their profession as religion and their prime motive should be to serve society, no prescriptions of medicines or treatment

without proper check-up, restriction on private medical colleges and practices, removal of fraudulent doctors from the system and health education. Male M. Ed. students reflected their apperceptions on free health services by government, promotion of different trusts and NGOs working for medical purpose and ban on fake medical practices. From this, it can be inferred that female students are more conscious about their health than male students. Ban on fake medical practices was the apperception reflected by only the Arts stream M. Ed. student. The apperceptions that reflected by the Commerce stream M. Ed. students only were promotion of different trusts and NGOs working on medical purposes, not relying only one doctor and consulting to other doctors before receiving medical treatment, free health related services and restrictions on private medical colleges and practices. Removal of the fraudulent doctors from the system and initiating health education were the apperceptions reflected by the Science stream M. Ed. students only.

8. CONCLUSION

The focus of the study was to study the apperceptions of the M. Ed. students through the reflective dialogue on one episode of Satyamev Jayate TV show and to compare their apperception with respect to gender and stream. The study also made an attempt to study the knowledge of M. Ed. students on the medical malpractices through the developed questionnaire. This study also opens up new areas of research in the related subject. Some such research areas have been presented below.

- The present study was delimited to the M. Ed. students of the M. S. University of Baroda. Same study can be conducted at district, state and national level by taking teacher educators and in-service or pre-service teachers as a sample.
- The existing knowledge of the teachers and teacher educators on the various social, health and education related issues can be surveyed and their reflections can be measured by using different techniques of TAT.
- To study the effectiveness of the reflective dialogue on apperceptions of the students, study can be conducted on the primary, secondary, higher secondary schools and higher education institutes.
- Attitude of teachers and students on reflective dialogue also can be studied.

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