

## ANNEXURE

### Annexure 1 (Questionnaire)

Comparison of satisfaction with the two teaching method using Likert scale (i.e., 1= Completely disagree; 2= Disagree; 3= Moderately agree; 4= Agree; 5= Completely agree)

Domains	Lecture method(1-5)	Hybrid-PBL method(1-5)
Learning and understanding		
Knowledge provided was structured to be used in clinical context		
Helped in linking basic science knowledge with clinical conditions		
Provides greater understanding of techniques used in BLS/ACLS		
Provides greater understanding of drugs used in BLS/ACLS		
Helped in developing problem solving skills		
Interest and motivation		
Cultivates ones' interest in basic life support skills		
Increases ones' motivation to teach others		
Training ones' personal ability		
Enhances ones' ability to organise and plan		
Increases ones' power of creativity		
Increases ones' thinking process		
Increases ones' ability to present case reports		
Intensifies ones' courage in expressing opinions during biomedical meeting		
Incentive for reading more myself		
Satisfaction and confidence with the teaching method		
Greatly satisfied with this kind of teaching		
Augments my confidence in learning		

PBL – Problem-based learning; BLS – Basic life support; ACLS – Advanced cardiac life support