



Report on 66th national course on educational science for teachers of health professionals

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Context

Faculty development in medical education is considered as the need of the hour because of its role in capacity building¹. The first National Teachers Training Centre (NTTC) was established in JIPMER, Pondicherry in 1975² with the support of WHO. Since 1976, sixty six National Courses on Educational Science for Teachers of Health Professionals (NCESTHP) have been organized till February 2013. This article presents the report of the 66th NCESTHP conducted during 7th to 16th February 2013 organized by the NTTC which is functioning under the Department of Medical Education, JIPMER.

Reason for the idea

Medical Council of India (MCI)-Vision 2015 and the proposed UG & PG curriculum by MCI stresses the need to train medical teachers in the area of teaching techniques and technology for the better outcome on the knowledge, attitude and skills among the health professionals³. The objectives of the 66th NCESTHP were:

1. Apply the principles of Educational Science as applicable to the training of undergraduates.
2. Identify the dynamics of small group discussion and its utility in learning.
3. Acquire skill in applying Micro-teaching technique to improve teaching effectiveness.
4. Initiate a plan of action to solve a specific educational problem.
5. Develop positive attitude towards educational science.

Methods

The 66th NCESTHP was conducted with the funding and support of JIPMER administration. 13 faculty members from pre, para and clinical departments of JIPMER served as the resource persons for the course. The duration of the course is 10 days and 25 participants from different medical colleges in India attended the course. There were 26 sessions that covered the major aspects of medical education. The course was conducted in workshop mode and included interactive sessions such as group tasks, role plays, group discussions, plenary,

educational games, video based teaching, film show, attitude development activities, etc.

Evaluation

25 individual educational research projects were initiated as part of educational activity of the course by all the 25 participants. Feedback from daily evaluation helped the resource persons for better organisation and performance in the consecutive sessions. The post scores of all the sessions and the post scores of the overall group were higher than the pre-test scores which is statistically significant ($p < 0.0001$). With regard to the programme evaluation 100% of the participants agreed that the objectives of course were met satisfactorily. 94% of the participants are fully satisfied about the duration of the course. 16% of the participants expressed that the duration of the course can be shortened to one week and 12% felt that the duration of the course could be extended to two weeks. 20% of the participants suggested for a refresher course on advanced concepts and contents. Most of them reported that the course in the present workshop mode was interesting and interactive and group tasks helped them to understand the concepts well. The participants also expressed full satisfaction about the learning materials provided to them. Most of the participants appreciated the team work of their fellow members and the resource persons which made them to feel the concept and advantage of facilitator in the place of teacher.

Reference

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3. Vision2015. www.mciindia.org/tools/announcement/MCI_booklet.pdf

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