

Courses offered in Health Professions Education



SRI BALAJI VIDYAPEETH
Deemed to be UNIVERSITY
(Estd. Section 3 of the UGC Act ,1956)
PILLAIYARKUPPAM, PONDICHERRY - 607403



REGULATIONS

2016

SRI BALAJI VIDYAPEETH



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2016

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கா? ? வர்கற்ற? ந்தார். - ? றள்:399

("The learned will long (for more learning), when they see that
while it gives pleasure to themselves, the world also derives
pleasure from it. – Thirukkural – 399)

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Web site: <http://www.sbv.ac.in>

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RATIONALE FOR STARTING NEW PROGRAMS IN HEALTH PROFESSIONS EDUCATION

Availability of competent and committed teachers and trainers has been recognized as a key factor for the development of health manpower in the country. While the training of doctors, nurses and dental professionals has been largely governed by the respective Professional Councils, there is a need to develop a cadre of health profession educators under a common umbrella, to leverage a team approach to the delivery of health care services. This is all the more essential, in view of the rapid expansion of health professional infrastructure in the country leading to imbalance in production and acute shortage of educators in quality and quantity, across the health profession. There is also an urgent need to revamp the existing approaches to training of teachers in health profession, in the light of changing needs of the health profession, in the wake of new information technology and digital India. The system should also respond to the globalization and market forces that are likely to influence the quality as well as the quantity of the health professionals.

About Sri Balaji Vidyapeeth and SBV AHEAD

The Academy for Health Professions Education and Academic Development (SBV-AHEAD) was established by Sri Balaji Vidyapeeth, to bring together and support all health professionals to achieve academic excellence through training and research in educational science and technology. With the presence of medical, dental and nursing institutes in one campus, the University is uniquely placed to launch innovative programs in health professions education.

One of South India's premier healthcare academic and research institutions, Sri Balaji Vidyapeeth has been at the forefront of health professions education, healthcare delivery and research ever since its inception in 2008. Sri Balaji Vidyapeeth is accredited by India's National Assessment and Accreditation Council (NAAC) with 'A' Grade and is ranked among top Private Medical Universities of India.

The vision of SBV is to be in the forefront of higher education in order to give the country high caliber manpower. The Mission statement envisages collegiate education that culminates in post doctoral programmes, to produce knowledgeable professionals in various aspects of health science with a high concern for providing and organizing appropriate health services including health education and policy, to provide service to the underprivileged, to impart specialized skills, to be successful in their endeavors and to set a very high standard of professional conduct and ethics for staff and students alike.

Sri Balaji Vidyapeeth, as a part of the innovative initiatives, launched a one year Post Graduate Diploma in Health Professions Education (PGDHPE) in 2014, to cater to the needs of medical and nursing faculty of SBV, who aspire to develop as educators and leaders in their field.

New Initiatives in Health Professions Education

Inspired by the success of this course, and to provide a new pathway for the aspiring teachers across the health profession, it has been decided to start a credit based program with following options:

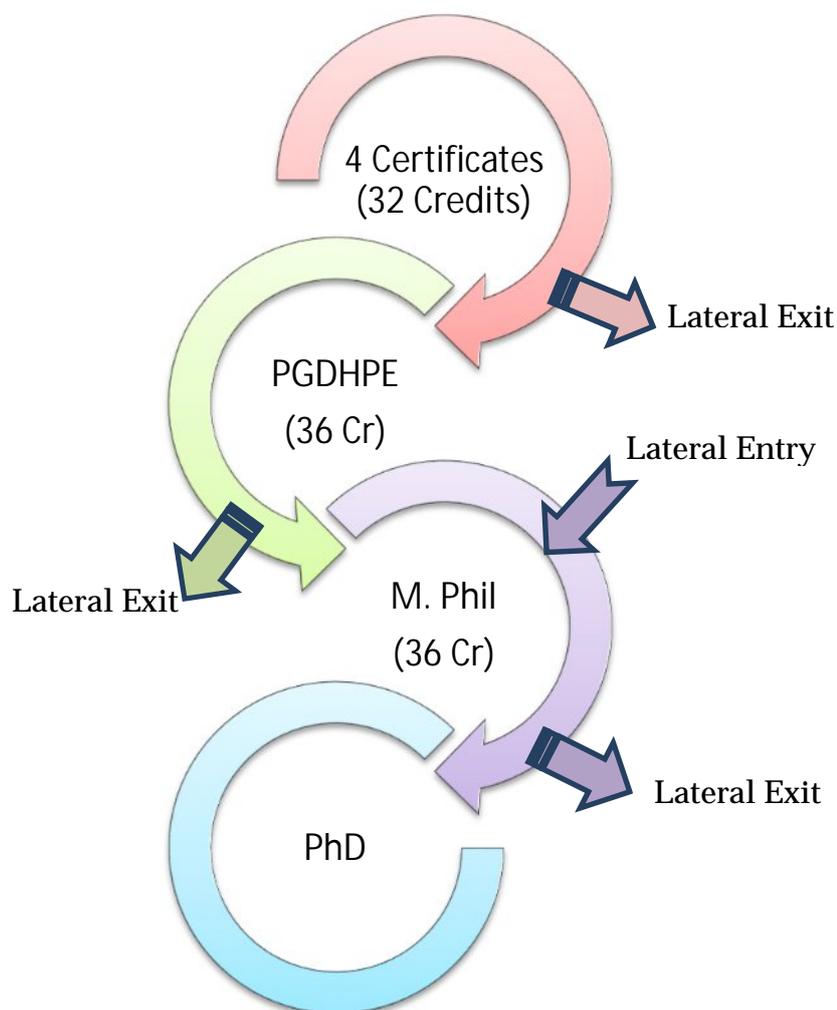


FIGURE 1: CAREER PATHWAY IN HPE

- Pursue **Certificate Courses** of three months duration (total four courses of 8 Credit points, each), with options for exit after any course, thus obtaining a course completion certificate
- Appear for **PGDHPE** comprehensive examination, based on Four Courses of study (36 Credits)
- Continue further to **M. Phil** program of one year, subject to the candidates' holding a Master's Degree. This program eventually leads to Ph D Program in Health Professions Education.

The major highlight of the new programs is adoption of Choice Based Credit System (CBCS) recommended by the NAAC and UGC as a major reform in higher education. As a corollary to this system, a competency based approach has been proposed for the new programs.

Advantages of the Credit System	
To the learners	Focus from teacher-centric to learner-centric education
	Flexibility to choose courses according to their interest
	Flexibility to work according to their own pace and style of learning
	Facilitates learners' mobility across the courses, programs, institutes
	It accounts for the self-learning efforts made by the student
	Linked with Grading, which is fair to the students, compared with marks
To the Institutes	Provides scope for fixing, and assessing learning outcomes in an objective and transparent manner. Credit calculations are based on competencies and linked with study hours, rather than routine time table approach.
	Possibility to optimize the teaching workload, and respect teachers' expertise, interest and preference
	Twinning mechanisms can be developed with other institutes, to allow credit transfers
To the System, Parents, Society	To ensure uniformity in standards across the States, nation
	Facilitates issues of recognition and accreditation
	To move towards international standards
	Ultimately, it promotes quality assurance to the society

Competency Based Approach

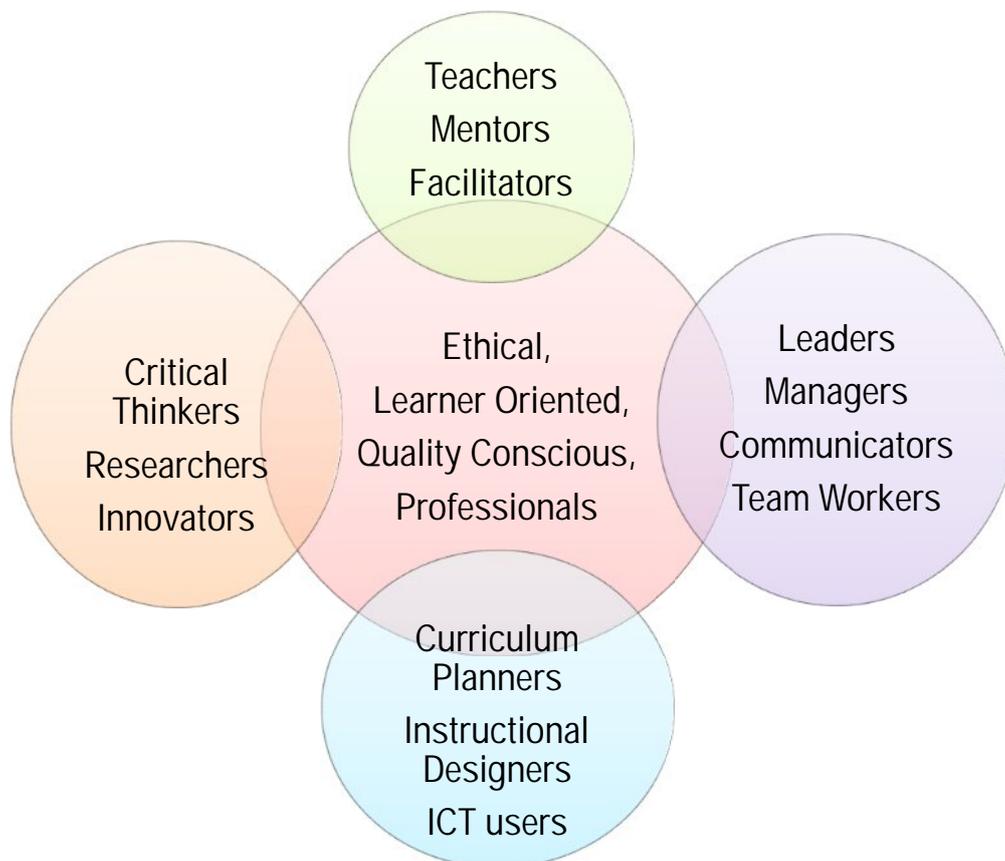
Competency based approach is the hall mark of a progressive curriculum. Knowledge and skills are of no significance, unless they are used by the professionals for the benefit of communities.

“Competence is defined as the habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values, and reflection in daily practice for the benefit of the individuals and communities being served.”

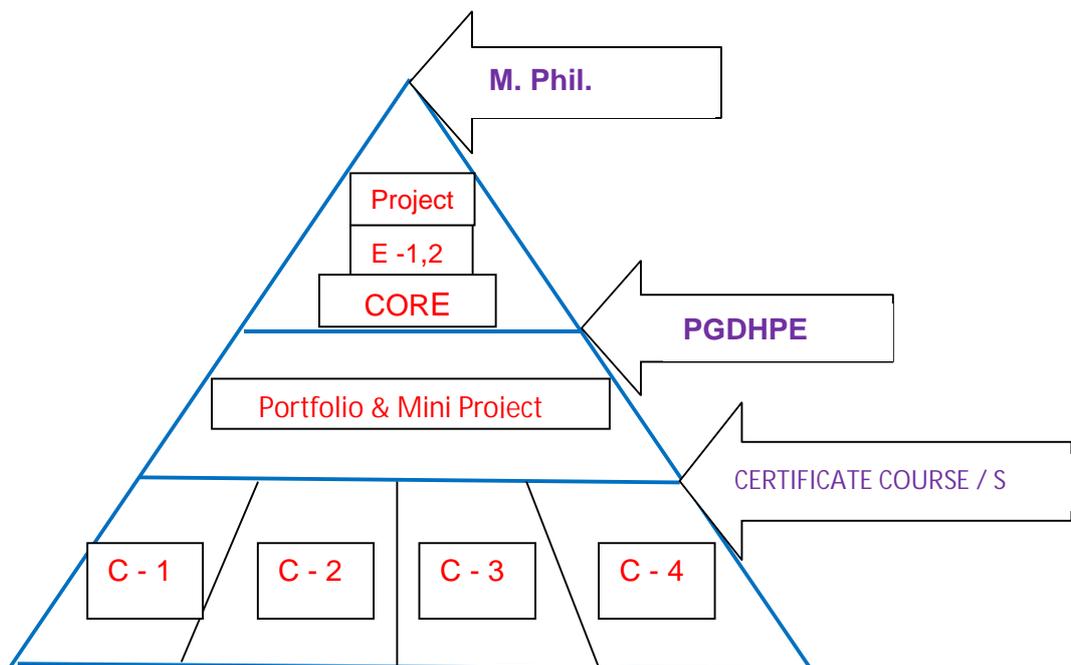
Epstein RM, Hundert EM. Defining and assessing professional competence. JAMA 2002;287:226-35.

Considering the present scenario of health professions education in the country and based on future projections it is possible to identify the following core competencies, expected out of the future health professions educators.

Core Competencies expected at the end of Health Professions Education Programs



The courses chosen for the program also reflect a gradual movement. The PGDHPE comprises of four core courses. Two of these can be chosen as elective courses along-with a core course on research methodology, culminating in a comprehensive project. This has been called as ‘Four2One’



model.

While the course structure, broad framework and assessment pattern are governed by the Regulations, the scheduling of the course content, and the details of the examination (blue-print and model question paper) shall be prepared and reviewed from time to time.

In summary, the proposed program gives immense flexibility to the learners to pursue diverse career as teachers, curriculum planners, managers, researchers and leaders in health profession education, in a gradual manner. The system provides ample opportunities for self-directed learning, guided by extensive mentoring, small group learning and reflective practice within the campus as well as in their work places. It provides a new career pathway for the students and teachers to synergize the capacity building in health professions education.

FIGURE 2 COURSES AND MILE-STONES IN HPE PROGRAMS - FOUR2ONE MODEL

C1, C2, C3, C4 are core certificate courses leading to PGDHPE. The E1 and E2 are two Electives to be chosen from four core courses in the M.Phil Program, which culminates in one major educational project.

Definition of Key Words

1. **Program:** Program refers to the entire period of study, leading to the degree. Both PGDHPE and M.Phil programs are of one year duration, spanning 48 weeks each.
2. **Academic Year:** The PGDHPE and M.Phil programs are held for one full academic year cycle, starting from 1st July to 31st June, every year. In the case of PGDHPE, the academic year is divided into four quarters each of three months duration (twelve weeks) for running a course.
3. **Courses:** Courses refer to the blocks of studies/program conducted during the year. Courses are generally of two types: Core Courses and Elective Courses.

PGDHPE program includes four core courses which are to be studied by all students during the year.

M. Phil. program consists of **one core course** on 'Educational Research Methodology' and **two elective courses** for in-depth study, to be chosen from a list of core courses prescribed for the PGDHPE program. Elective courses can be taken up in the form of professional activities involving in-depth work. The evidence of elective study is the monogram to be submitted, which carries a weightage of 20 marks in the final examination.

4. **Choice Based Credit System (CBCS):** The CBCS provides choice for the students to select from the prescribed courses. It is one of the major changes recommended by the UGC for reforming higher education in India.
5. **Credits:** A Unit by which the course work is measured. It determines the number of hours of instruction required per week. Credits are awarded based on the following rationale.

Engagement in direct instruction (lectures, seminars, symposium or any such interactive session), or direct mentoring experience imparted to the student (in M.Phil. program) for a duration of 15 hours leads to One Credit; Engagement in a workshop series on Research Methodology conducted by constituent colleges of SBV for a duration of 15 hours attracts one credit.

Engagement in 30 hours of independent study or self-directed learning/self-learning leads to One Credit. This may involve library work, assignments, observation/critiquing of mini-teaching, practice teaching, project work, web discussion, portfolio writing, field work, or any such activity supporting the course study.

6. **Credit Point:** It is the product of grade point and number of credits for a course.
7. **Letter Grade and Grade Point:** Two methods of grading are used in higher education system: Relative Grading or Absolute Grading.
The relative grading is based on the distribution (usually normal distribution) of marks obtained by all the students of the course and the grades are awarded based on cut-off marks

or percentile. Under the absolute grading, the marks are converted to grades based on pre-determined class intervals. The UGC recommends 9 Letter Grades as follows:

Letter Grade	Grade Point	Marks range
O (Outstanding)	10	90-100
A+ (Excellent)	9	80-89
A (Very good)	8	70-79
B+ (Good)	7	60-69
B (Average)	6	50-59
C (Below Average)*	5	40-49
Reappear (R)	4	39 or below
Ab (Absent)	0	

**But can be compensated by higher grades in other papers to give an overall grade of B*

The above formula is used for converting the marks in to grades. In case of HPE programs, a minimum grade point of 5 (C Grade) is required for a pass in each paper/course, and overall grade point 6 (B Grade) is required for pass.

8. **Cumulative Grade Point Average (CGPA):** It is a measure of overall cumulative performance of a student at the end of a program. The CGPA is the ratio of total credit points secured by a student in various courses and the sum of total credits of all courses. It is expressed up to two decimal places.
9. **Certificate of Course completion:** It is issued to a student based on 80% attendance of sessions/weekly seminars and internal assessment. The credits earned for the course (8) will be mentioned in the certificate.

CERTIFICATE PROGRAMS AND PG DIPLOMA IN HEALTH PROFESSIONS EDUCATION

PROGRAM REGULATIONS

Duration of the Program

One year covering 48 weeks

Eligibility for admission to PGDHPE

Postgraduates in Medical/Dentistry/Nursing/Public Health are eligible for entry to PGDHPE or M. Phil (2 years course). Graduates in above specialities with two years academic work experience are eligible for PGDHPE. Graduates in Allied Health Science recognized by the UGC with two years academic work experience are also eligible for PGDHPE.

THE PROGRAM STRUCTURE

The PGDHPE program is a cluster of Four Certificate Courses in health professions covering the broad domains of Principles of education, Teaching and Learning, Assessment in education, and Management of Education.

These courses are designed to assist participants to develop a broad understanding of fundamental principles, concepts, trends and issues related to health Professions education. Further, it would provide opportunity to participants to understand, appreciate and acquire skills in teaching, evaluation, curriculum development and implementation, maintenance of standards and accreditation of educational programs relevant to their discipline.

Four courses being offered are:

- a) Certificate in Principles of Education for Health Professions (CPEHPE)
- b) Certificate in Teaching and Learning in Health Professions Education (CTLHPE)
- c) Certificate in Assessment of Educational Process (CAEP)
- d) Certificate in Health Professions Education–Management and Research (CHPEMR)

Each certificate course will be spread over 12 weeks. The content delivery involves a unique combination of faculty led seminars, and self-directed learning, assignments, mentoring, portfolio and web-based discussions.

Each course would have two “in-class” sessions of 2 ½ hrs/ day for 2 classes per week (5hrs/wk). These would run on a “Heutagogy” model facilitated by experienced faculty providing modelling, coaching and scaffolding experience to the participants. Practical component of the program will be in the campus/participants’ work places. Certification will be by formative and summative assessments of the theory and practical. Each program will have eight 8 credits.

Outline of PGDHPE Program with Credit Hours

Course 1	Course 2	Course 3	Course 4	Final Examination
July - Sept Principles of Education for Health Professions (CPEHPE)	Oct – Dec Teaching and Learning in Health Professions Education (CTLHPE)	Jan – March Certificate in Assessment of Educational Process (CAEP)	April-June Certificate in Health Professions Education– Management (CHPEMR)	Written 4 Papers 4x100=400 Internal Assessment = 50
2 Seminars of 2.5hrs/wk x12 wks 60 hrs*	2 Seminars of 2.5hrs/wk x12 wks 60 hrs*	2 Seminars of 2.5hrs/wk x12 wks 60 hrs*	2 Seminars of 2.5hrs/wk x12 wks 60 hrs*	Mini-teaching=50
4 Cr	4 Cr	4 Cr	4 Cr	Portfolio =50 60 hrs (2 credits)
Self learning 10 hrs/ wk x 12 wks = 120 hrs 4 Cr	Self learning 10 hrs/ wk x 12 wks = 120 hrs 4 Cr	Self learning 10 hrs/ wk x 12 wks = 120 hrs 4 Cr	Self-learning 10 hrs/ wk x 12 wks = 120 hrs 4 Cr	Project =50 60 hrs (2 credits)
Total = 8	Total = 8	Total = 8	Total = 8	Total=600 Total Credits=36

Note: Credit Calculation

One credit is gained by engaging in 15 hours of direct instruction, or 30 hours of self-study; Internal Assessment (50 marks) includes assessment by peers (10), students (10), faculty (20), and model exam (10)

Marks of Final Examination for each course are converted in to Grade Points and CGPA is computed for the whole year as per UGC norms.

STUDENT RESPONSIBILITIES

Direct instruction: Participants are required to attend the two “in-class” sessions in which, one or two participants will prepare a seminar based on a pre-determined topic for in depth discussion. The ground work for the seminar topic will be done by self-study and an online discussion based on literature review. A faculty mentor or participant will initiate the discussion topic. All others will contribute to the discussion and share their experiences.

Mini-teaching and practice teaching

Each student is expected to participate in micro-teaching, mini-teaching and practice teaching sessions in his/her work setting (appropriately 10 sessions), by involving a peer as critique. The faculty member will act as a supervisor. The performance will be a part of internal assessment.

Mentoring partnerships shall also be arranged between PGDHPE students and M.Phil. students with a mutual benefit to both the parties. While PGDHPE student gets help in making seminar presentations, the M. Phil student will receive feedback from the PGDHPE student for mini-teaching practice.

Web-discussions

Participants are expected to engage themselves in web-discussions with the aid of Learning Management Systems (LMS) Google groups, forums or any such tools as appropriate for pursuing high quality self-learning. Provision will be made for pursuing in-depth web discussion, learning, monitoring of the progress and often peer assessment of the learning. All the presentations made by the participants will be shared amongst the members of the group.

Portfolio

Each student shall maintain a portfolio (electronic or printed) of his/her activities during the course. The portfolio will have both teaching and learning elements and is assigned 60 hrs =2 credits

The Teaching portfolio will contain

- A personal statement describing teaching goals for the academic year and for each session.
- A reflective “teaching statement” describing ones personal teaching philosophy, strategies, and objectives.

The Learning portfolio will contain

- a purposeful collection of the participants’ work that exhibits a learning effort, and
- a reflective description of progress, achievements and competencies gained during the course

Assignments and mock-tests are held periodically to monitor the progress of students, as a part of internal assessment.

Project

Every candidate is expected to complete a Project based on the problem encountered in his/her routine teaching and suggest the modification for rectifying the same. The submission of project report is a mandatory requirement. The project is assigned 60 hrs =2 credits

PROGRESSION

The formative assessment will be done by faculty and peers based on the evidence of learning. Parameters such as the quality of online discussion, active participation in the seminars, the quality

of assignments completed by the participants, etc., will be combined through specially designed learning management system (LMS) developed by the IT facility of SBV.

FINAL EXAMINATION

The candidates will be evaluated by one internal and one external examiner

- a) Theory: Four papers, each carrying 100 marks, and are of three hours duration
- b) Internal Assessment (50 marks) includes assessment by peers (10), students (10), faculty (20), and model exam (10)
- c) Mini-teaching/practice teaching marks accrued from internal assessment = 50
- d) Portfolio assessment = 50
- e) Project = 50

Total = 600 Marks

The final examination marks are converted in to Grade Points and CGPA is arrived for a total of 36 Credits.

COURSE CONTENT

The following table outlines the course content and the number of weeks to be spent on each certificate course. Each course will run for approximately 12 weeks including time for evaluation.

Certificate in Principles of Education for Health Professionals (PEHP) (8 Credits)

Domain: Context and Determinants
Competency: The participants will be able to identify and analyse the curriculum determinants for their profession with reference to time (past present and future) and place (location)
Objective: 1. Explain the aims of health professional education, trends in health professional education and its impact on health care.
2. Critically analyze the existing health professional education, their problems, issues and future trends.

Unit – 1.1: Introduction (3 wks)

The course outline, syllabus, activities and evaluation- electronic portfolio- differences between learner and teacher portfolio. Education: definition, aims, concepts, philosophies and their educational implications.

Unit – 1.2: Education as a system (3 wks)

Systems approach - system determinants, impact of social, economical, political and technological changes in medical and health professional education. Education as a drawing out process- analysis of mission, vision and goals of their institution and with others.

Review of the objectives of health professional education. Educational aims and objectives; Taxonomies, types, domains, levels, elements and writing of educational objectives.

Unit – 1.3: Challenges facing the health system and implications for educational reform. Professional education, current trends and issues in education. Educational reforms and national educational policies, reports of various educational commissions - their implications for health profession education. Trend to move towards Choice Based Credit System. (3 wks)

Unit – 1.4: The competencies approach to health care professionals education

Origin of the Five Competencies, The Five Competencies in Practice. Competency based education (CBE) and outcome based education (OBE). Level of competencies development. Formulating objectives; general and specific. Principles and maxims of teaching and learning, adult learning, pedagogy, andragogy, heutagogy. (3 wks)

Blue Print for Evaluation

Paper I - Principles of Education for Health Professions (PEHPE)

Sl No.	Topic	Weightage
1	Historical Perspectives	10
2	Education as a system	10
3	Development of Higher education and Health Professional education. Challenges facing the health system and implications for educational reform. Trend to move towards Choice Based Credit System.	20
4	Principles of health professional education	20
5	Taxonomic Domains and Levels	20
6	Planning the teaching learning process – Objectives	10
7	Outcome Based, competency based education.	10

Note: Two to three questions should include recent advances in the area.

Model Question Paper

Course/Paper I - Principles of Education for Health Professions (PEHPE)

Time : 3 Hours

Marks :100

Answer any **Ten** questions

- 1) Describe the development of health professional education for your profession in India. What are the implications for future development?
- 2) How has economic development in India impacted the expected skills sets of Health professional for your specialty?
- 3) Discuss the influencers for entry characteristics of participants for your profession. How do they affect curriculum planning?
- 4) Does a teacher need to assess the pre knowledge of his Participants before conducting a course? Justify your answer.
- 5) Enumerate some theories of learning and describe how any two are applied to your specialty.
- 6) Explain the term “concept formation”. Describe with examples how can concepts be developed
- 7) How do college learners differ from adult or child learners? Describe with examples, the principles of education that can be applied to them.
- 8) Explain how Bloom’s taxonomy helps with planning a teaching learning session.
- 9) Compare and contrast objectives and outcomes.
- 10) Discuss how Participants characteristics will influence setting objectives
- 11) Outline Krathwohl’s classification of objectives and its advantages in the teaching and assessment of Affective Domain of learning.
- 12) Debate the advantages of Choice Based Credit System over the conventional system?

Certificate in Teaching and Learning in Health Professional Education (TLHPE)(8 Credits)

Objectives

Domain: Teaching and learning
Competency: The participants will apply appropriate principles of learning and use appropriate models of learning to enhance student learning in their institutions
Objective: 1. Critically analyze various teaching-learning principles and processes that apply to health professions
2. Prepare and utilize various instructional media and methods in teaching - learning process
3. Demonstrate competency in teaching and using various instructional strategies and innovations in implementing them

Unit – 2.1: Teaching & Learning Principles (3 wks)

Concepts, nature and characteristics of learning and teaching: definition, theories of teaching and learning, schools of behaviorism, cognitive psychology & constructivism, social learning, maxims of teaching and learning –relationship between teaching and learning - how theories and principles are applied to the profession and specialty.

Unit – 2.2: Educational Activities in the Core Competencies (3 wks)

Patient-centred care, working in interdisciplinary teams, employ evidence- based practice, apply quality improvement, utilize informatics, a vision of the future health professionals, outcome-based education.

Unit – 2.3: Methods of Teaching and Learning (3 wks)

Instructional design: Planning and designing the lesson, writing lesson plan: meaning, its need and importance, formats. Instruction strategies – lecture, discussion, demonstration, simulation, laboratory, seminar, panel, symposium, problem solving, problem based learning (PBL), Problem oriented/Case Based learning, workshop, project, role- play, clinical teaching methods, programmed instruction, self-directed learning(SDL), micro teaching, mini-teaching, computer assisted instruction (CAI), computer assisted learning (CAL). Classroom management, Newer methods of interactive teaching, flipped classroom, jig-saw, brain storming, concept-testing, e-learning, blended learning, Web-based learning, Collaborative Learning. Face to Face vs. Distance learning/Online learning, Fostering Self Learning, Learning Management Systems, role in small group teaching and other forms of curriculum delivery.

Unit – 2.4: Instructional media and methods (3wks)

Key concepts in the selection and use of media in education. Developing learning resource material using different media. Instructional aids – types, uses, selection, utilization, Projected and non-projected aids, multimedia, video-tele conferencing etc. Simulation, Standardized patient (SP), Field Work.

Blue Print for Evaluation

Course/Paper 2: Teaching and Learning in Health Professions Education (CTLHPE) (8 Cr)

Sl No.	Topic	Weightage
1	Principles of Instructional process. Communication principles. Factors influencing instructional process. Relationship of instructional process to objectives and learning principles.	20
2	Teaching Learning Process for Large groups, challenges for bringing interactivity in large class settings. Instructional design, planning and implementation including AV aids	20
3	Teaching Learning Process for small groups. Instructional design, Lesson planning and implementation including AV aids	20
4	E-learning, distance learning, blended learning	10
5	Class room management.	10
6	Teaching aids. Choice of teaching aids	10
7	Information Technology in instructional process.	10

Note: Two to three questions should include recent advances in the area

Model Question Paper

Course/Paper 2: Teaching and Learning in Health Professions Education (CTLHPE)

Time : 3 Hours

Marks :100

Answer Any Ten questions

- 1) List three important conditions essential for a gathering to be called a group. List four reasons for a person to join a group. Describe how group norms are formed.
- 2) What are the three mechanisms that underlie transformation of individuals in a large group situation? Describe some issues that arise due to educating large groups.
- 3) Describe three interactive processes that you have used in class. State the difficulties encountered on how they were overcome
- 4) Describe how a teacher can strive to develop a conducive class room atmosphere.
- 5) Describe your experiences in using non projected aids. In your opinion how effective were they? How did you assess the effectiveness.
- 6) What are the three mechanisms that underlie transformation of individuals in a large group situation? Describe some issues that arise due to educating large groups.
- 7) Describe how information technology has helped you in the educational process.
- 8) As head of department how would you ensure that the desired objectives are being met?
- 9) Do a SWOC analysis for small group teaching for your specialty?
- 10) Describe how newer teaching technologies can be applied for skill development in your profession.
- 11) Discuss the challenges involved in e-learning versus conventional learning.
- 12) What are the challenges involved in large class setting? How can you bring interactivity in this setting? Enumerate the challenges and practical tips.

Certificate in Assessment of Educational Process (AEP) (8 Credits)

Objectives

Domain: Assessment and Evaluation
Competency: The participants will apply the principles of assessment to enhance the validity and reliability of classroom assessment and university assessments, wherever applicable
Objective: 1. Explain the concept, principles, steps, tools and techniques of assessment and evaluation in health professions
2. Construct, administer and evaluate various tools for assessment of knowledge, skill, and attitude among health professionals

Unit – 3.1: Measurement and evaluation (3 wks)

Meaning, process, purposes and problems in evaluation and measurement - principles of assessment, formative and summative assessment- internal assessment and external examination - advantages and disadvantages - criterion and norm referenced evaluation.

Unit –3.2:Standardized and non-standardized tests – Tools(3 wks)

Meaning and characteristics - objectivity, reliability, validity, usability, norms - construction of tests. Essay, short answer and multiple objective types. Rating scales, checklist, OSCE/OSPE (objective structured clinical/practical examination). Differential scales, and summated scales, sociometrics , anecdotal record, attitude scale, critical incident technique.

Unit – 3.3: Administration, Scoring and Reporting(3 wks)

Administering a test; scoring, grading versus marks, methods of scoring, item analysis. standardization, normalization, pre and post validation, blue print, question bank- preparation validation, moderation by panel, utilization. developing a system for maintaining confidentiality WPBA vs. conventional.

Unit – 3.4: Continuous and Comprehensive Evaluation (CCE) (3 wks)

Standardized tools, tests of intelligence, aptitude, interest, personality, achievement, socio-economic status scale, tests for special mental and physical abilities and disabilities - portfolio, logbooks, 360° evaluation.

Blue Print for Evaluation

Course/Paper 3: Assessment of Educational Process (CAEP)

Sl No.	Topic	Weightage
1	Measurement and evaluation principles. Attributes of an assessment tool. Assessment of Competencies, how to do it. Recent trends in assessment including Work-place based assessment	20
2	Tools and techniques of assessment, conventional and recent techniques; Advantages and limitations.	20
3	Pre-validation and Post Validation, Item Analysis, Question Banking	20
4	Role of Blue-printing, standard setting for assessment and use of IT.	10
5	Standardized Tools and qualitative tools	10
6	Record Maintenance, Certification, Automation	10
7	Internal Assessment, Feedback and its role	10

Note: Two to three questions should include recent advances in the area

Model Question Paper

Course/Paper 3: Assessment of Educational Process (CAEP)

Time : 3 Hours

Marks :100

Answer any **Ten** questions

- 1) What is a criterion - referenced test? Describe the process of constructing a criterion - referenced test.
- 2) Describe the basic principles of measurement for evaluation
- 3) Explain the relationship between reliability and validity of a test.
- 4) Explain the utility of standard error of measurement in evaluation
- 5) Describe how computers can be used for standards setting for a test
- 6) Debate the issue of keeping test results confidential.
- 7) Discuss the methods of assessing the quality of a test instrument/ SAQ/ MCQ.
- 8) Describe the nature and characteristics of the 'normal probability curve'. How does it help in standards setting in education?
- 9) Describe how the Bloom's taxonomy can affect evaluation in Cognitive domain of learning.
- 10) Describe how you could improve student record maintenance for internal assessment for your institution.
- 11) What is Multiple Source Feedback? Why is it important? How to go about it?
- 12) Enumerate the advantages of Blue-print. Outline the steps involved in blue-printing a question paper in your chosen discipline.

Certificate in Health Professions Education – Management and Research (CHPEMR) (8 Credits)

Objectives

Domain: Leadership and Management for Curriculum
Competency: The participants will develop and demonstrate leadership and management skills to a. Develop training programmes in their institutions which are responsive to the needs of the country b. bring about need based educational reforms in their institution
Objective: 1. Explain the development of standards and accreditation process in health professional education programs.
2. Design, plan and implement a relevant course for health professionals based on current principles of learning and instruction
3. Demonstrate the ability to provide scientifically based academic advice and help to teachers and curriculum committees
Domain: Ethics and Professionalism
Competency: The participants shall conduct themselves in an ethical and professional manner in all activities related to health professional education.
Objective: 1. Develop humanism, ethical values, professionalism and practice them
2. Develop and demonstrate abilities of reflective, self-evaluative capacity
3. Demonstrate an appreciation for lifelong learning -its goal, process and experiences
Domain: Curriculum development
Competency: The participants will be able to develop, implement and evaluate competency based curriculum in their institutions
Objective: 1. Describe the process of curriculum development, and the need and methodology of curriculum change, innovation and integration
2. Describe the problems and issues related to administration of curriculum including selection and organization of clinical experience in health professions

Unit –4.1: Management and Research (2wks)

Perspectives of Health Professions Education: Global and national. Patterns of health professions education and training. Future Directions for Health Professions education and training. Comparative study of health professional education within and between countries.

Unit – 4.2:Curriculum Development (3wks)

Definition, curriculum determinants, process and steps, curriculum models/types and framework. Objectives, selection and organization of learning experiences, master plan, course plan, unit plan. Evaluation strategies, process of curriculum change, role of participants, faculty, administrators, statutory bodies and other stakeholders. Equivalency of courses: transcripts, credit system.

Unit –4.3: Teacher Preparation (3 wks)

Teacher preparation, Teachers roles & responsibilities, functions, characteristics, competencies, qualities - preparation of professional teacher - organizing professional aspects of teacher preparation programs - self, peer and student evaluation.

Unit – 4.4: Administration of Curriculum (2 wks)

Factors influencing faculty - staff relationship and techniques of working together - concept of faculty supervisor (dual) position - curriculum research in health profession education - different models of collaboration between education and service - time management, stress management, conflict management . Role of councils and accrediting bodies - international bench marking - role of professional associations and unions - recent advances in health Professions education.

Unit – 4.5: Guidance and Counseling(2 wks)

Concept, principles, need and difference between guidance and counseling, trends and issues - guidance and counseling services: diagnostic and remedial -coordination and organization of services - techniques of counseling: interview, case work, characteristics of counselor, problems in counseling - professional preparation and training for counseling

Blue Print for Evaluation

Course/Paper 4: Health Professions Education – Management and Research (CHPEMR)

Sl No.	Topic	Weightage
1	Curriculum Planning and organization.	20
2a	Human Resource planning and development. Continuing Professional Education.	20
2b	Educational Research	
3a	Governance structures of Institutions and Universities	10
3b	Roles and responsibilities. Leadership. Management of conflicts and change management.	
4	Resource Planning and management including time management. Stress management. Role of Information technology for planning. Physical design at micro and macro level for the educational process.	10
5	Financing of HPE – role of Government and Private Sector. Corporatization of HPE	10
6	Regulatory Bodies and their roles.	10
7	Standards Setting – Internal, National, International	10
8a	Ethics and Professionalism	10
8b	Guidance and Counselling	

Note: Two to three questions should include research advances in the area.

Model Question Paper

Course/Paper 4: Health Professions Education–Management and Research (CHPEMR)

Time : 3 Hours

Marks :100

Answer any **Ten** questions

- 1) Describe the steps of curriculum planning. How have you used these steps in planning your course?
- 2) Differentiate between ability, achievement and aptitude with the help of examples.
- 3) Explain what is an in-service programme.
- 4) Debate the issue of a teacher using his/her participants as subjects for research. What ethical issues are applicable?
- 5) Debate self- accreditation of a course as compared with external accreditation.
- 6) Discuss the sources of finance for a health professional course. Should an educational institution be profit oriented?
- 7) Describe and debate the influencers of capacity building for HPE
- 8) Differentiate between guidance and counseling. Describe how these services can be organised in your institution.
- 9) Describe the methods for meso level time management for your department.
- 10) Explain the role of Satellite in Education.
- 11) What are the challenges involved in launching a good faculty development program. Enumerate your suggestions for overcoming these challenges.
- 12) Do you find any connection between time and stress management? How can you deal with them as a combined strategy?

M. PHIL PROGRAM IN HEALTH PROFESSIONS EDUCATION

PROGRAM REGULATIONS

Course duration

One Academic Year covering 48 weeks of study. (Vide Fig.2 on Pg. 7)

ELIGIBILITY for M.Phil. HPE

- 1) The applicants for M.Phil should have completed successfully, PGDHPE program with a CGPA of 6 or above and should have passed Masters Degree from a recognized University.
- 2) If the candidate has obtained a higher degree in HPE such as FAIMER fellowship, FIME by the MCI, or PGDHE of IGNOU or other equivalent, he/she can apply directly to M. Phil program (lateral entry)
- 3) The candidates will be shortlisted to 20, based on their aptitude for teaching as determined by written test and/or interview.

Objectives:

The participants shall be able to

- 1) Critically evaluate the theoretical and practical advances in a selected areas of health professions education.
- 2) Demonstrate an ability to apply these advances in their work environment.
- 3) Demonstrate leadership in bringing about change in their respective work environment

THE PROGRAM STRUCTURE

M. Phil. program broadly consists of the following:

- One core course on Research Methodology, which is linked with extensive research project work culminating in the submission of a dissertation (12 Credits)
- Two elective courses/areas, to be chosen from amongst the four core courses of PGDHPE program for in-depth study (each carrying a weight of 8 credits) culminating in a monogram on the chosen field (2 credits each).
- Submission of a comprehensive portfolio capturing the work done during the whole year (60 Hours = 2 credits)
- Regular teaching sessions embedded during the course (60 Hours = 2 credits).
- The examination consists of one theory paper from core subject of 100 marks, two theory papers of 100 marks each (based on the electives), Dissertation based on the project work (100 marks), Viva (100 marks), internal assessment (50 marks) and portfolio (50 marks).
- The internal assessment marks break up is: Faculty/Peer evaluation (30), Student evaluation (20). The total marks for the final examination is 600.

- The marks secured in the examination are converted in to letter grades. Grade points are calculated for each course and final CGPA is arrived as per the norms of UGC.

The content delivery in M.Phil. program involves a combination of extensive mentoring by the faculty, and self-directed learning/self-learning pursued through practice teaching/mini-teaching, assignments, portfolio and web-based discussions. The students will be connected with each other, as well as with their faculty mentors, peers and mentees (PGDHPE students) using learning management systems (LMS), aided by web-technology such as Google group or forum.

Outline of M.Phil. HPE program indicating credit hours

Course 1 Elective 1	Course 2 Elective 2	Core Courses 3 and 4 Research Methodology	Final Examination
July – Sept Weekly Mentoring 2.5 hrs/wk for 12 wks (30 Hrs) 2 Credits	Oct – Dec Weekly Mentoring 2.5 hrs/wk for 12 wks (30 Hrs) 2 Credits	July – September Initial workshop series and grounding in theoretical foundations of research 30 Hours (2 Credits)	Paper 1: Elective 80 + 20 Marks* Paper 2: Elective 80 + 20 Marks* Paper 3: Core 80 + 20 Marks* Dissertation and Viva (100 + 100) Portfolio = 50 Internal Assessment =50 (This Includes, Faculty/Peer (30) Student evaluation(20))
Self study leading to a monogram 2 h/day for 90 days = 180 Hours 6 Credits	Self study leading to a monogram 2 h/day for 90 days = 180 Hours 6 Credits	January to June Identification, designing, implementation of an educational project, leading to the submission of dissertation: Self-study of 2.5 h/day under a Guide for 168 days. 420 hours = 14 Credits Total Credits for Research = 16	
Total Credits = 8	Total Credits = 8	Maintaining portfolio for the whole year and regular teaching planning and practice = 60+60=120 Hours = 4 Credits	
Total Credits = 36; The final examination marks are converted in to Grade Points and CGPA is arrived for a total of 36 Credits. *20 Marks are allotted for Monograms, and are assessed internally.			Total = 600 Marks

STUDENT RESPONSIBILITIES

Mentoring (2 Credits/Elective)

Every student pursuing M.Phil, will be assigned a faculty member who will guide, supervise and mentor the student for the study of electives. A student is expected to spend about 2.5 hours/week for pursuing study of electives during the first two terms. Thus each elective involves 30 hours of mentoring by the faculty is equivalent to 2 credits.

Mentoring partnerships shall also be arranged between M.Phil. students and PGDHPE. This will mutually benefit both the parties. The M. Phil student is expected to help the PGDHPE student in making seminar presentations, and critiquing mini-teaching practice. The PGDHPE student is expected to help by way of critiquing the mini-teaching practiced by the M.Phil. student.

Self study (12 Credits) aided by Web-discussions

Throughout the course, the participants are expected to engage themselves in self-learning facilitated through independent work and web-discussions with the aid of Learning Management Systems (LMS), Google groups, forums or any such tools as appropriate for pursuing high quality self-learning. Provision will be made for pursuing in-depth web discussion, learning, monitoring of the progress and often peer assessment of the learning. All the presentations made by the participants including their assignments and comments will be shared amongst the members of the group.

Research Project and Submission of Dissertation (12 Credits)

Project work is the main component of M.Phil. Every candidate is expected to identify, plan and conduct an educational project, on an area of interest, which should be relevant to the workplace.

As a prelude to the project work, all candidates for M. Phil., are given orientation in Research Methodology, through a series of workshops organized by the SBV conjointly with other programs. This will be held for about 30 hours (2 Credits equivalent).

Project work involves identification, designing, implementation of the project, leading to the submission of dissertation as per the norms and specification made by the University. The project works involves about 300 hours of self study under a Guide (10 Credits). Every candidate will be assigned a Guide (if necessary a Co-Guide) from the panel of Guides approved by the University. The facilities and norms for the submission of dissertation shall be governed by the Rules and Regulations passed by the SBV from time to time. In general, a dissertation will be of 75 pages, examined jointly by an external and internal examiner. A total of 200 marks are assigned for the dissertation which includes 100 marks for the dissertation and 100 marks for viva.

Portfolio (2 Credits)

Each student shall maintain a portfolio (electronic or printed) of his/her activities during the course. The portfolio will have both teaching and learning elements.

The Teaching portfolio will contain

- A personal statement describing teaching goals for the academic year and for each session.
- A reflective “teaching statement” describing ones’ personal teaching philosophy, strategies, and objectives.

The Learning portfolio will contain

- a purposeful collection of the participants’ work that exhibits a learning effort, and
- a reflective description of progress, achievements and competencies gained during the course

The portfolio shall be assessed internally (weightage 50 marks).

Regular Teaching sessions (2 Credits)

As the participants involved are all teachers, the regular teaching sessions will be given for 60hrs = 2 credits for the whole year.

Internal assessment (50 Marks) includes assessment by the faculty/peer (30) and student (20). These are guided by standard check-lists or rating scales.

Final Examination

The candidates will be evaluated by one internal and one external examiner

a) Theory:

Paper 1: Elective 1 = 80 Marks/ 3 Hrs + Monogram = 20 Marks; Total = 100 Marks

Paper 2: Elective 2 = 80 Marks/ 3 Hrs + Monogram = 20 Marks; Total = 100 Marks

Paper 3: Core Research Methodology

80 Marks/ 3 Hrs + Monogram = 20 Marks; Total = 100 Marks

b) Portfolio - 50

c) Internal Assessment - 50 (Including, faculty/peer (30) and student (20))

Total = 100 Marks

d) Project / Dissertation and Defense/Viva (100 + 100)(Internal/External) = 200 Marks

Grand Total = 600 Marks

The final examination marks are converted in to Grade Points and CGPA is arrived for a total of 36 Credits.

PROGRESSION

The formative assessment will be done by faculty and peers based on the evidence of learning. Parameters such as the quality of online discussion, active participation in the seminars, the quality of assignments

completed by the participants, etc., which will be combined through specially designed learning management system (LMS) developed by the IT facility of SBV.

COURSE CONTENT

Elective Courses (8 Credits, each)

Two electives should be chosen from amongst the four core courses of PGDHPE, in such a way that they don't belong to the same course. For instance, a candidate can choose 'Competencies approach to health care professions education' from Course 1 and 'Methods of Teaching Learning' from Course 2. However, a candidate can't choose 'Methods of Teaching Learning' as well as 'Instructional media in health professions education' from the same course, viz., 'Teaching and Learning in Health Professions Education' (Course 2). For the detailed content of the PGDHPE courses, refer to the Regulations of PGDHPE. While the broad contents remain the same, what is expected in M.Phil is in-depth understanding of the concepts and their application to practice of teaching and research.

Core Course Research Methodology (12 Credits)

Research methodology is the core course of M.Phil. program. It involves:

- i) Initial grounding in research methodology facilitated through a Research Methodology workshop series conducted SBV, jointly with other programs
- ii) Mentoring experience from the Guides appointed by the Chairman of the HPE program
- iii) Self-learning and independent work by the candidate with his/her Project which involves extensive planning, formulation of research question, collection of data, analysis and submission of a dissertation as per the specifications by the University.

Competencies expected

i. Theoretical knowledge and skills underlying the research process
ii. Ability to apply these in carrying an educational project which involves the following steps/skills:
iii. identification of a research problem/project; extensive literature review by utilizing modern techniques
iv. writing a research protocol
v. identification/developing of appropriate tools/techniques for collecting data
vi. using appropriate statistical method(s) for interpreting data
vii. using graphs, charts and other modes of data presentation
viii. ability to write a dissertation of about 75 pages, using IMRAD structure
ix. skill in using appropriate software for managing bibliography/references.
x. ability to oral and poster presentations based on the research work

Research Methodology: Common Module for SBV

Unit 1: Process of selection of research question including prioritization and feasibility, research Process, process of writing a research proposal, scientific writing for thesis and research publications.

Unit 2: Review of literature: what is review of literature, need for review of literature, primary and secondary sources of review, treatise, monographs, patents, current literature methods, abstraction of research papers, major secondary sources, bibliographic databases, web as source of information, information retrieval, information processing, critical evaluation, organization of materials collected and writing of review, methods of writing references and bibliography. Scales of measurement: Basic concepts in response scales, types of scales, categorical scales, nominal scales, ordinal scales and interval scales, visual analogue scales, composite scales, Guttman scale, Likert scale, principles and approaches in questionnaire development.

Unit 3: Measures of disease frequency and association, prevalence, incidence, crude, specific and adjusted (standardized) rates, sensitivity, specificity, relative risk, Odds ratio, attributable risk and interpretation of measures of association.

Unit 4: Research Methods: Qualitative, Rapid Methods, Quantitative Methods.

Type of studies – Observational and experimental studies- case reports and case series, cross sectional studies, hypothesis formulation. Case control studies: Design and conduct of case control studies, analysis and interpretation of results, bias in case control studies. Cohort studies: Types of cohort studies, design and conduct of cohort studies, analysis and interpretation of results, bias in cohort studies Interventional studies: Types of interventional studies, design and conduct of randomized controlled trials, analysis and interpretation of results.

Unit 5: Evaluating role of bias and confounding: Types of bias, control of bias, evaluation of role of bias, nature of confounding, methods of controlling confounding. Statistical association and cause effect relationship: Evaluation of the presence of valid statistical association, judgment of a cause-effect relationship. Drug discovery and evaluation: Historical approaches in drug discovery, pharmacological approaches of modern medicine, new approaches in drug discovery, pharmacological evaluation methods

Unit 6: Presentation and summarization of data: Types of variables, data presentation, tables and charts. Measures of central tendency and location: Mean, median, mode, percentiles, quartiles, and Box-plot. Measures of dispersion: Range, inter-quartile range, mean deviation, standard deviation and coefficient of variation.

Unit 7: Probability: Probability, measurement of probability, laws of probability for independent events, conditional probability, Bayes' theorem. Probability distribution: Binomial distribution, Poisson distribution, normal distribution, Standard normal distribution, t – distribution. Sampling: population, sample, sampling variations and bias, purpose of sampling, probability sampling methods, concepts in calculation of sample size.

Unit 8: Test of Statistical significance: Inferential Statistics, hypothesis testing, level of significance, p value, selecting an appropriate Statistical test. Confidence interval of mean, statistical test of significance for difference between two means and more than two means (ANOVA). Confidence interval for proportion, statistical test of significance for difference between two proportions and more than two proportions (chi-square test), Correlation, linear regression, multiple regression and logistic regression. Non parametric methods: sign test, Wilcoxon signed-rank test, median test, Mann-Whitney test, Kruskal-Wallis test, Friedman test, Spearman rank correlation coefficient, Advantages, disadvantages and application of non-parametric tests.

Unit 9: Application of Program evaluation: Theory, process, tools, and application in evaluating educational program. Familiarity with tools/techniques such as program logic, flow-charting, Gantt chart, forward planning, backward planning, Delphi technique, appreciative inquiry, affinity mapping, network analysis.

Unit 10: Ethics and biomedical research: General principles on ethical considerations involving human subjects, ethical review procedures, Institutional ethics committee, its organization and functions, general ethical issues. Specific principles for clinical evaluation of drugs / devices/ diagnosis/vaccines/herbal remedies, specific principles in epidemiological studies, specific principles in human genetic research, specific principles for research in transplantation including fetal tissue implantation. Ethical guidelines for experimental animals: Sources of experimental animals, Lab animals husbandry and management, anesthesia and euthanasia, laboratory animal ethics, animal ethics committee, its organization and functions, ethical guidelines for use of animals for scientific research, CPCSEA guidelines, in-vitro system to replace animals, legal provisions for experimentation of animals. Ethics in scientific writing and publication.

Model Question Paper for M. Phil. Program
Core Paper Research Methodology

Marks = 80

Duration : Three Hours

Answer any 8 of the following questions.

1. Enumerate the steps involved in the research process, by citing an example from your field.
2. Discuss the differences between clinical research and research as applied to your chosen discipline by citing an example.
3. Some of your junior colleagues in the department introduced a new innovative method of teaching for a fresh batch of students. Unfortunately, there were a large number of failures. Write down any two research questions to address this investigation. Outline the methods you propose to tackle these questions.
4. Cite examples of research studies where you recommend a) Questionnaire Survey, b) Likert's Scale, and c) both combined together.
5. Describe the process of qualitative analysis of data.
6. Explain any one of the probabilistic distributions and its application in your specialty.
7. Explain the term "P" value and its importance.
8. Differentiate between Standard Deviation and Standard Error of Measurement and describe the utility of each.
9. Enumerate the universal principles of ethics. Cite an example to show how various universal principle could conflict in research.
10. Describe the differences between qualitative and quantitative research. How can they complement each other?

Model Question Paper for M. Phil. Program
Elective Paper Principles of Educational Assessment

Marks = 80

Duration : Three Hours

Attempt any 8 Questions (Each question carries 10 marks)

1. Distinguish between 'Assessment' and 'Evaluation' by giving examples. Do you think both should complement each other? Justify your answer.
2. Discuss the differences between Formative assessment and Summative assessment with reference to the following:
 - The purpose and the focus of assessment
 - The tools and techniques used (Give examples)
 - The manner in which their data are analyzed and interpreted
 - Distribution of weightage in UG and PG level
3. A major trend in assessment has been the use of multiple tools/techniques, multiple observations and multiple settings in a continuous manner.
 - Explain, how far do you justify this trend?
 - In case you are charged with the responsibility of assessing the interns of your college, how do you go about it, keeping in mind the principles?
4. Describe the concept of Workplace based assessment. Outline the challenges involved and the strategies to overcome these challenges in your setting.
5. It is widely recognized that Attitude and Communication skills are very important outcomes, which are generally neglected in the present system of examinations. Without deviating much from the curriculum recommended by the authorities, how can you assess these competencies formatively and/or summatively?
6. You are aware of the enormous potentiality of IT, e-learning and distance learning in supplementing class room learning. Discuss some of the ways and means of utilizing IT and e-learning to strengthen your assessment protocols. Discuss in what ways, they can enhance validity, reliability and objectivity of assessment?
7. Distinguish between pre-validation and post validation. In what ways both can complement each other in enhancing the quality of assessment?
8. What is question banking? What steps should be adopted in developing a comprehensive question bank in your discipline?
9. Discuss the 'pro's and 'con's of open book examination. What is your recommendation for the assessment of students at the post-graduate level?
10. Distinguish between student assessment and accreditation of programs and institutes. Enumerate the best practices in student assessment which you would consider in going for accreditation by an accreditation agency?

INFRASTRUCTURE FACILITIES AND FACULTY

The main venue for the program is the Department of Health Professions Education situated in the Teaching Block Annexe of MGMCRI. Facilities available include a lecture hall, conference hall and four group discussion rooms along-with the Audio Visual aids, library and internet facility for conducting teaching and training. The students will have access to the Central Library of the University, which has a rich collection of books, journals, including e-journals and other resources. The affiliated institutions have state of the art IT and e-learning facilities including a simulation centre for skills training. The faculty consists of experienced senior faculty, who have qualification and vast experience in Medical/Health Professions Education.

List of Books

1. A Practical Guide for Medical Teachers. Dent JA & Harden, RM (3rd Ed). Churchill Living Stone, Elsevier, 2009
2. ABC of Learning and Teaching in Medicine 2nd ed. Cantillon & Wood, 2010
3. Assessment in Medical Education: Trends and Tools. Sood R, Paul VK, Mittal S, Adkoli BV, Sahni, P, Kharbanda OP, Verma, K., Nayar U.(eds). New Delhi: KL Wig CMET, AIIMS, 1995.
4. Basic Methods of Medical Research. Indrayan A (1st Ed), 2006
5. Communication Skills in Clinical Practice. Sethuraman KR (1st Ed) Jaypee Brothers, 2001
6. Educational Handbook for Health Personnel. Guilbert JJ (6th Ed). WHO, 1987
7. How to read a paper GreenHalgh T, 2000
8. Medical Education Principles and Practice. N. Anantha Krishnan, K.R. Sethuraman, Santhosh Kumar (Ed) (2nd Ed). Alumni Association of NTTTC, JIPMER, 2000
9. Medicine PG Dissertations Step by Step Approach. Ananthakrishnan N. United India Periodicals Pvt Ltd. 2013
10. Objective Structured Clinical Examination. Sethuraman KR (2nd Ed). Jaypee Brothers, 1999
11. Principles of Assessment in Medical Education. T. Singh & Arshu (Ed) (1st Ed). Jaypee Brothers, 2012
12. Principles of Medical Education. T. Singh, P. Gupta, D. Singh. Jaypee Brothers, 2013
13. Teaching for Better Learning: A Guide for Teacher of Primary Health Care Staff. Abbat FR. WHO, 1992
14. Teaching Made Easy. Kay Mohanna, E. Cottrell, David Wall and Ruth Chambers, (3rd Edn). Redcliffe Publishing Ltd. 2011
15. Text Book of Communication and Education Technology for Nurses. Neeraja KP (1st Ed). Jaypee Brothers, 2011
16. The Art of Teaching Medical Students. Bhuiyan PS, Rege N, Supe AN (eds) (3rd ed). Elsevier, 2015
17. Understanding Medical Education Evidence, theory and practice. Ed. Tim Swanwick Wiley – Blackwell (ASME), 2010
18. What is not taught in Medical Colleges. Shekar KS & Srinivas DK. Prasaranga, RGUHS, Bangalore, 2011

List of Journals

1. Academic Medicine
Publisher: Wolters / Lippincott
Editor-in-chief: Steven L. Kanter
Restricted Access
2. Advances in Health Sciences Education: Theory and Practice
Publisher: Springer
Editor-in-chief: Geoffrey R. Norman
Restricted Access
3. BMC Medical Education
Publisher: Biomed Central
Series Editor: Jigisha Patel
Open Access
4. Education for Health: Change in learning & practice
Publisher: The Network: Towards Unity for Health
Co-Editor-in-chief: Michael Glasser
Open Access
5. International Journal of Medical Education
Publisher: IJME
Editor-in-chief: Mohsen Tavakol
Open Access
6. Journal of Advances in Medical Education and Practice
Publisher: Dove Medical Press Ltd
Editor-in-chief: Anwarul Azim Majumder
Open Access
7. Journal of continuing Education in the Health Professions (JCEHP)
Publisher: Wiley
Editor: Paul Mazmanian
Fee Based
8. Medical Education
Publisher: Wiley
Editor: Kevin W. Eva
Fee based

9. Medical Education Online
Publisher: Medical Education Online
Editors: David J Solomon, Ann Frye, Brian Mavis
Open Access
10. Medical Teacher
Publisher: Informa Healthcare
Editor: R. M. Harden
Fee Based
11. Teaching and Learning in Medicine
Publisher: Taylor and Francis / Routledge
Editor-in-chief: Jerry A. Colliver
Fee based
12. The Clinical Teacher
Publisher: Wiley on behalf of ASME
Editor: Steve Trumble
Fee Based
13. National Medical Journal of India
Publisher: NMJI
Editor: www.nmji.in
Free Access
14. The Journal of South East Asian Medical Education (SEARAME)
15. Indian Journal of Medical Ethics

FACULTY

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ADJUNCT FACULTY (FOR PGDHPE)

1. Prof. D.K. Srinivas, Former Dean JIPMER, Consultant in Medical Education, Rajiv Gandhi University of Health Sciences Bangalore, Karnataka.
2. Prof. R. Muthumanickam, Former Professor of Education, Annamalai University, Principal, Krishnaswamy B. Ed. College for Women, Manapet, Puducherry.
3. Prof. A. Nalini, Ex-Director, Department of Education, Saveetha University and TN Dr. MGR Medical University.

EXTERNAL CONSULTANTS

Prof. D.K. Srinivas, Former Dean JIPMER, Consultant in Medical Education, Rajiv Gandhi University of Health Sciences Bangalore, Karnataka.

Prof. A. Nalini, Ex-Director, Department of Education, Saveetha University and TN Dr. MGR Medical University.

Prof. R. Muthumanickam, Former Professor of Education, Annamalai University, Principal, Krishnaswamy B. Ed. College for Women, Manapet, Puducherry.

Dr. Z. Zayapragassarazan, Associate Professor of Educational Technology, JIPMER

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Dr. Z. Zayapragassarazan, Associate Professor of Educational Technology, JIPMER, Ponedicherry.

IMPORTANT CONTACTS

Web site: <http://www.sbv.ac.in>

SBV, MGMCRI Campus, Pondy Cuddalore Main Road,

Pillaiyarkuppam, Pondicherry – 607 403.

Phone : 0413 – 2615449 to 2615458, Fax : 0413 – 2615457

Email : info@sbvu.ac.in

SRI BALAJI VIDYAPEETH
Deemed to be UNIVERSITY
(Estd. Section 3 of the UGC Act ,1956)
PILLAIYARKUPPAM, PONDICHERRY - 607403