CENTRE FOR HEALTH PROFESSIONS EDUCATION

SRI BALAJI VIDYAPEETH

Courses offered in Health Professions Education

Sri Balaji Vidyapeeth

M Phil Program and Courses

2019

தாமின்புறுவதுஉலகின்புறக்கண்டு
காமுறுவர்கற்றறிந்தார்:குறள்399

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

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Definition of Key Terms

1. **Program:** Program refers to the entire period of study, leading to the degree. M Phil program consists of two academic years of study usually beginning with October and ending in September.
2. **Courses:** Courses, or sometimes called papers, refer to the blocks of studiesconducted during the year. Courses are generally classified as Core Courses, and Elective Courses. Elective Courses may be Core Elective or OpenElective.

   M Phil Program consists of Five Courses as follows:

   COURSES to be completed in Part 1 (First Year)

   Course 1 Core Educational Technology (Paper I)
   Course 2. Core Research Methodology (Paper II)
   Course 3 Open Elective on a chosen area leading to a monograph
   Course 4 Open Elective on a chosen area leading to a monograph

   COURSES to be completed in Part 2(Second Year)

   Course 5 Educational Research Project leading to Dissertation with defense of dissertation in a viva vive voce
   Course 6 Workplace based learning, scholarship and portfolio (for two years)

3. **Choice Based Credit System (CBCS):** The CBCS is based on award of credit for each course and also provides choice for the students to select from the prescribed courses. It is one of the major reform recommended by the UGC /NAAC for reforming higher education inIndia.

4. **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 in the form of lectures, seminars, symposium, workshop or any such interactive session, for a duration of 16 hours leads to One Credit;Engagement in independent study or self-directed learning/self-learning for a duration of 32 hours 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.

5. **Credit Point:** It is the product of grade point and the number of credits assigned for acourse.

6. **Letter Grade and Grade Point:** Two methods of grading are used in higher education system: Relative Grading or AbsoluteGrading.

   Under the absolute grading, the marks are converted to grades based on pre-determined classintervals. This system if followed by SBV which practices joint assessment in the summative exam.

7. **Heutagogy Model:** It refers to a model of learning in which the learners are self-determined. They are responsible for what they should learn and how they should learn within the scope of the program.

8. **Portfolio:** It iscomprehensive document of all activities of a learner, both course related and job related along-with his/her reflection to guide further learning in a continuous manner. Portfolio is supported by extensive feedback from the mentors from time to time aimed at continuous improvement.

9. **Monograph:**It is a document dealing with extensive deliberation on a topic, not necessarily based on original research but based on review of literature and author's views.

PREAMBLE

In line with the mission of SBV to emerge as a leader in health professions education, the Centre for Health Professions Education (CHPE) started two innovative programs accessible to medical, dental and nursing, viz., PG Diploma in Health Professions Education and M Phil. The aim of these programs to develop a new cadre of health professions educators who are skilled and competent to deliver high quality professional education in their respective domains. These programs are unique in several ways. They are open for all teachers across the health profession. They are exclusively based on Choice Based Credit System (CBCS) recommended by the UGC/NAAC. They are highly flexible, and workplace based. Lastly, they are based on a *heutagogy* model in which the participants will be 'learning by doing' with extensive collaborative learning, driven by IT and interactive strategies of learning.

M Phil program constitutes the further journey of PGDHPE program started in 2016. It was introduced as a sequel to the completion of first batch of PGDHPE. This program is of two years (four semesters) duration, considering the dedicated time needed by the working faculty, without compromising on the quality of training. M Phil is kind of a bridge program between Masters/PGDHPE and Ph D program, which is the highest degree program offered by the university. The planning and designing of M Phil are based on extensive need assessment and consultation with the stakeholders. However, the curriculum has been evolving and getting enriched every year thanks to the regular review by the Board of Studies and Academic Councils

PROGRAM EDUCATIONAL OBJECTIVES (PEO)

1. To develop a cadre of health professional educators who will be able to function effectively as teachers, mentors, curriculum planners, assessors, educational administrators, researchers and professionals in health profession
2. To support institutional Faculty Development (Programs?) and scholarship in medical, dental, nursing and allied sciences education for supporting quality assurance
3. To promote career enhancement of teachers by developing skills and empowering them to become future leaders across health profession.

PROGRAM OUTCOMES (PO)

A) Outcomes at the end of first year of the program: The scholars will be able to

PO-1 Demonstrate core knowledge and skills in educational technology including teaching learning, assessment & evaluation and curriculum planning & management

PO-2 Demonstrate core knowledge and skills in research methodology as applicable for educational project

PO-3 Demonstrate application of critical thinking, analysis, synthesis and evaluation for tackling two

educational problems/issues leading to the submission of monographs

B) Outcomes at the end of second year of the program: The scholars will be able to

PO-4 Submit adissertation based on evidence of educational research conducted on any one of the areas studied during the first year of M Phil. The outcome should be commensurate with the standard prescribed by the SBV.
PO-5 Submit a comprehensive Portfolio to as an evidence of their continuous learning and scholarship activities done in their workplace with an emphasis on reflective learning. The documentation must embrace all activities of the scholars (teaching in workplace, learning in M Phil courses, leading to educational scholarship and professionalism, especially in the area of educational research faculty development and quality assurance.

COURSES to be completed in Part 1 (First Year)

Course 1 Core Educational Technology (Paper I) (4 Credits) Linked with PO-1
Course 2. Core Research Methodology (Paper II) (4 Credits) Linked with PO-2
Course 3 Open Elective on a chosen area leading to a monograph (6 Credits) Linked with PO-3
Course 4 Open Elective on a chosen area leading to a monograph (6 Credits) Linked with PO-3

COURSES to be completed in Part 2(Second Year)

Course 5 Educational Research Project leading to Dissertation with defense of dissertation in a viva vive voce Linked with PO4
Course 6 Workplace based learning, scholarship and portfolio (for two years) Linked with PO5

COURSE OUTCOMES
Course 1 Core Educational Technology (Paper) (4 Credits)

At the end of the course in Core Educational Technology the scholars will be able to
CO 1.1 Demonstrate core knowledge and skills in Teaching and Learning in large groups, small groups and virtual environments
CO 1.2 Be familiar with diagnostic, formative and summative evaluation using multiple tools, techniques and observations
CO 1.3 Participate in curriculum planning and implementation in their respective institutes to facilitate internal Quality Assurance and accreditation by external agencies

Course 2. Core Research Methodology (Paper) (4 Credits)
At the end of the course in Core Research Methodology, the scholars will be able to
CO 2.1 Demonstrate knowledge and skills needed to initiate educational research incorporating quantitative, qualitative or mixed methods
CO 2.2 Be familiar with the tools of conducting literature search pertaining to print and electronic/online resources

CO 2.3 Be conversant with appropriate tools/techniques based on statistics and or qualitative methods for the purpose of analyzing and interpreting data collected from wide sources.

CO 2.4 demonstrate knowledge of writing a research paper of high scientific quality using IMRaD structure in conformity with publication ethics

Course 3 Open Elective (A chosen area)
At the end of the open elective course the scholars will be able to Demonstrate critical thinking and analytical skills to
CO 3.1 Identify an educational problem/issue encountered by them and recognize the gaps
CO 3.2 Review literature by retrieving information from printed, electronic and online resources
CO 3.3 Develop a strategy, comment on its current use, future applicability to Indian scenario
CO 3.4 Write and submit a monograph as per the standard prescribed by the SBV

Course 4 Open Elective (A chosen area)
At the end of the open elective course the scholars will be able to Demonstrate critical thinking and analytical skills to
CO 4.1 Identify an educational problem/issue encountered by them and recognise the gaps
CO 4.2 Review literature by retrieving information from printed, electronic and online resources
CO 4.3 Develop a strategy, comment on its current use, future applicability to Indian scenario
CO 4.4 Write and submit a monograph as per the standard prescribed by the SBV

Course 5 Educational Research Project leading to Dissertation (8 Credits)
At the end of the course the scholars will be able to plan and implement a comprehensive educational project which will include the following steps:
CO 5.1 Identification of a research problem
CO 5.2 Formulating research question(s)
CO 5.3 Review of literature
CO 5.4 Framing a protocol, duly approved by institutional ethics committee
CO 5.5 Collection of qualitative and/or quantitative data
CO 5.6 Analysis of data and submit a comprehensive dissertation as per the norms and standards prescribed by the SBV from time to time

Course 6 Workplace based learning, scholarship and portfolio (for two years) Linked with PO5
At the end of the course in the scholars will be able to

CO 6.1 Submit a comprehensive portfolio, which is evidence of learning in all educational experiences and activities leading to educational scholarship combined with professionalism in teaching and research. The portfolio will include all regular teaching and learning activities, self-directed learning, participation in Faculty Development Programs, CME activities, IPR based activities (patents, copy rights), research & publication, and outreach activities.

The portfolio serves as a major basis for formative and summative assessment.

Mapping of POs and COs

PO	COURSE OUTCOMES						
PO 1	Course 1 Core Educational Technology Paper	CO 1.1	CO 1.2	CO 1.3			
PO 2	Course 2 Core Research Methodology Paper	CO 2.1	CO 2.2	CO 2.3	CO 2.4		
PO 3	Course 3 Open Elective Monograph 1	CO 3.1	CO 3.2	CO 3.3	CO 3.4		
	Course 4 Open Elective Monograph 2	CO 4.1	CO 4.2	CO 4.3	CO 4.4		
PO 4	Course 5 Dissertation	CO 5.1	CO 5.2	CO 5.3	CO 5.4	CO 5.5	CO 5.6
PO 5	Course 6 Workplace based learning, scholarship and portfolio	CO 6.1					

THE PROGRAM STRUCTURE

M Phil program involves a two-years study (on part-time basis). The focus during the first year is on two core courses viz., Core Educational Technology, Core Research Methodology and two elective courses, chosen out of four modules studied during PGDHPE.

The first year study involves research methodology and study of two electives leading to monographs under the guidance of mentor. The monographs should be of high standard (containing approximately 10,000 words) covering the state of the art information available on the topic (review of literature), identification of gaps existing in the theory/practice, and a suggested strategy to bridge the gaps.

At the end of first year there shall be comprehensive assessment through one paper on Core Educational Technology (4 Credits), one paper on Research Methodology (4 Credits) and assessment of two monographs. (6+6=12Credits).

The second year is study is devoted to the planning and implementation of a major project (8 Credits) which is workplace based. One of the areas of monograph submitted by the candidates can be extended as a major project work leading to the submission of a dissertation three months before the final viva exam held at the end of the second year. A comprehensive portfolio (4 Credits) will also form a part of second yearstudy.

Year-1:

a) Core Educational Technology – **4Cr**
b) Core: Research methodology – **4Cr.**
c) Elective 1 Monograph - **6Cr**
d) Elective 2 Monograph **-6Cr**

Year-2:

a) Major project: Development of one of the electives into a full-fledged research study

with dissertation. **(8Cr)**

b) Portfolio covering entire course (**4 Cr**)

Grand total Credits for M Phil = 32Cr

<table>
<tr><th colspan="4">Study Hours Requirement for M Phil, Year-wise details</th></tr>
<tr><th colspan="3">Year 1</th><th>Year 2</th></tr>
<tr><td colspan="3">Study of Core Education Technology, Core Research Methodology, Elective 1 and Elective 2</td><td>Major Research Project</td></tr>
<tr><td>Contact mentoring
32hrs/ 6 months
2 credits
Self –study hrs
192 hrs/ 6 months
6 credits
Total - 8 credits</td><td>Contact mentoring
32hrs/ 6 months
2 credits
Self –study hrs
192 hrs/ 6 months
6 credits
Total - 8 credits</td><td>Contact sessions
Direct Contact
Workshop Series
2.5 hrs x 26 wks
4 credits

Total - 4 credits</td><td>256 hrs/ 6 months

Total – 8 credits</td></tr>
<tr><td colspan="4">Maintenance of Comprehensive Portfolio for entire course duration – 4 credits</td></tr>
<tr><td colspan="3">Part I Exam
Education Technology 1 theory Exam
Research Methodology 1 theory Exam
Assessment of Monograph</td><td>Part 2 Final Exam:
Dissertation and Viva
E-Portfolio</td></tr>
<tr><td colspan="3">Year 1 = 20 credits</td><td>Year 2 = 8 + 4 credits</td></tr>
<tr><td colspan="4">Total Course credits = 32</td></tr>
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SYLLABUS AND COURSE CONTENT

Course 1 Core Educational Technology (Paper I)(4 Credits)

The paper Core Educational Technology shall be based on the application of knowledge related to the core competencies of teachers: ability to handle large classes as well as small group dynamics, principles of adult learning, curriculum planning, developing educational resources, making rational use of media and information technology, teaching and mentoring skills, skills of giving and receiving feedback, developing assessment strategies, exploring the role of e-learning, open learning, and blended learning, educational management including leadership.

Course 2 Core Research Methodology (4 Credits)

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

i) Initial grounding in research methodology facilitated by a comprehensive Course on Research Methodology and Biostatistics (RMBS) Research Methodology conducted SBV, for all research scholars during first year of research study leading to Ph D. The M Phil external scholars can also produce evidence of taking equivalent course in lieu of SBV course.

ii) Mentoring experience from the Guides/Mentors

iii) Engagement in the course work as assigned by the Guide from time totime

Competencies expected

i. Theoretical knowledge and skills underlying the researchprocess
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 researchprotocol
v. identification/developing of appropriate tools/techniques for collectingdata
vi. using appropriate statistical method(s) for interpretingdata

vii. using graphs, charts and other modes of datapresentation
viii. ability to write a dissertation of about 75 pages, using IMRADstructure
ix. Skill in using appropriate software for managingbibliography/references.
x. ability to oral and poster presentations based on the researchwork

Research Methodology: Syllabus/ Course content (Based on Research Methodology & Biostatistics Course of 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 questionnairedevelopment.

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 evaluationmethods

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, Poison 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 samplesize.

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: 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, networkanalysis.

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 andpublication.

Course 3 and Course 4 Open Electives (chosen areas)

The course content of electives is derived mainly from the two courses out of those prescribed for PGDHPE. However, the two electives should be chosen from different courses. What is expected in M.Phil is in-depth understanding of the concepts and their application.This will be captured by the monographs to be submitted at the end of first year of study before the conduct of Part I Exam. The following topics will be focused.

The content of monograph should include the following

1. Identification of an issue of interest or concern to the candidates
2. A detailed review of literature from international and Indian perspectives
3. Comment on the pro's and con's of various approaches used around the world
4. Suggesting a model or strategies to overcome the problem or issue
5. Comment on its utility and application to one's setting and show how it can be generalized to other settings and to what extent

Course 5 Educational Research Project leading to Dissertation (8 Credits)

The course content is designed towards the advanced application of theoretical foundation for conducting educational research by the scholars in own setting: It involves the following:

5.1 Application of quantitative, qualitative and mixed methods for answering research questions. Development of tools for research in education.

5.2 Hands on experience of gathering data by constructing or customizing various tools and observation instruments. The tools may vary according to the type of study and research questions raised but mostly focused on document analysis (for desk study), Delphi technique, questionnaire surveys (Google forms, Survey monkey etc.), focus group discussion, interview or case study or experimental or quasi-experimental design

5.3 Program Evaluation, Application of program logic model

5.4 Application of knowledge from various sources
5.4.1 Identifying a research problem
5.4.2 Formulating research question(s), collecting, collating and reviewing literature using online methods, framing a protocol of study
5.4.3 Obtaining approved by institutional ethics committee
5.4.4 Collection of qualitative and/or quantitative data
5.4.5 Analysis of data including quantitative and qualitative data

5.5 Scientific writing Advanced concepts and skills in writing dissertation and scientific papers including
5.5.1 Bibliographic management systems
5.5.2 Graphical representation and statistical analysis
5.5.3 Publication ethics, using Plagiarism checks by applying soft wares
5.5.4 Electronic submission requirements by journals, authorship policies
5.5.5 Writing and submission of a comprehensive dissertation as per the norms and standards prescribed by the SBV from time to time

Course 6 Workplace based learning, scholarship and portfolio (for two years)

This course is offered as a portfolio/e-portfolio which is specific and personal to each M Phil scholar. This document is evidence of learning in all educational experiences. Learning portfolio covers M Phil course experience while teaching portfolio includes workplace based experiences and activities leading to educational scholarship and professionalism in teaching and research. The portfolio will include all regular teaching and learning activities, self-directed learning, participation in Faculty Development Programs, CME activities, IPR based activities (patents, copy rights), research & publication, and outreach activities.

The portfolio serves as a major basis for formative and summative assessment.

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TEACHING LEARNING ACTIVITIES AND STUDENT RESPONSIBILITIES

The candidates for M Phil are the working teachers who come with a rich experience and insight in to teaching the undergraduates or postgraduates in their own settings. This is what differentiates them from other programs and courses. The model used for PGDHPE and M Phil is therefore, based on heutagogy model, which gives highest degree of autonomy and self-directed learning to the candidates in a collaborative learning environment. This model allows the learners to exercise full autonomy in terms of what should be learnt and how it should be learnt within the scope of expected Program/Course Outcomes. Besides the model also suggests that the participants gain insight in to educational technology and educational research by practicing in their workplaces with support from collaborative learning and extensive mentoring done by the experienced faculty. They participate in in-depth discussions, learn the best practices, go back to their routine teaching, apply their skills, and reflect on their own experiences in a continuous manner through a portfolio.

The M Phil candidates depending upon their previous exposure to medical/health professional education are expected to participate in the interactive contact sessions held for the PGDHPE twice a week. There is no limit to the methods, tools and techniques of teaching learning.
Plethora of activities included in the interactive sessions are Group discussion, Think-Pair-Share, Buzz sessions, Brain storming, Individual and group tasks, Case scenarios, Demonstrations, Role Play, Quiz, Assignments, Microteaching , Projects and Self- study.

Workplace based learning experiences such as attending CME, Journal Clubs, Seminars, Workshops and Conferences conducted by their respective departments or anywhere become part of the teaching learning activities. However, all such experiences need to be documented in the portfolio which becomes the main tool of formative assessment as well as partly summative tool. Mentoring by the faculty is also part of the learning while the participants have to prepare their sessions.

Study of Electives leading to Monographs

Study of electives and preparation for monographs involves extensive self-directed learning besides frequent mentoring sessions with the Guide which will be monitored by the Research Advisory Committee. Throughout the course, the participants are expected to engage themselves in self-learning facilitated by collaborative learning, web-discussions with the aid of Learning

Management Systems (LMS), Google groups,WhatsApp groups, zoom platforms and any such tools as appropriate for pursuing high quality self-learning. Provision will be made for pursuing in-depth web discussion, monitoring of the progress with feedback, and often peer review of the learning. The M Phil scholars are expected to draft their monographs, receive feedback, incorporate the suggestions and make a final presentation of their work to the faculty before submission. A certificate stating the of Plagiarism check issued by the competent authority of SBV is a mandatory requirement before submission.

Research Methodology (4 Credits)

As mentioned earlier all candidates for M. Phil., will have access to Research Methodology and Biostatistics course organized by the SBV conjointly with other programs. M Phil candidates are expected to attend this course or an equivalent course to earn 4 credits.

Research Project and Submission of Dissertation (8 Credits)

Project work is the main component of M.Phil during the second year. Every candidate is expected to identify, plan and conduct an educational project, on an area of interest, which should be relevant to the workplace. This can be extension of the monograph work done by the candidate during the first year of M Phil.

Every candidate will be assigned a 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.

Web-discussions and online forums

The spirit of collaborative learning lies at the heart M Phil programs. Thanks to the free access to the technologies, the participants are expected to engage themselves in online discussions with peers and mentors using Learning Management Systems (LMS), Google groups, WhatsApp, or any such tools as appropriate for pursuing high quality self-learning.

Portfolio

Portfolio is the main instrument to monitor the progress of learning in a continuous manner right from admission till the final viva conducted at the end of second year.

Each M Phil scholar shall maintain and submit a portfolio (electronic or printed) of his/her activities and achievements done in the course.

The Teaching portfolio will contain

- A personal statement describing teaching goals for the academicyear
- Documentation of all activities teaching, clinical, research and outreach/extension activities that can be linked to their progress
- Reflection of achievements and progress at the end of each milestone and the way forward

The Learning portfolio will contain

- A collection of the participants' work and learning experience gained in the M Phil program running for two years.
- A reflective narration of progress, achievements and competencies gained during the program which will be discussed with the faculty/mentor for furtherwork.
- It is expected that after completion of every course, the participants submit their portfolio which will be reviewed by the faculty and returned alongwith feedback for further improvement.

EVALUATION PATTERN OF M PHIL – HEALTH PROFESSIONS EDUCATION

General Principles followed in the Program/Course Evaluation

- The assessment has a balanced weightage for both formative and summative assessments
- The general principles followed are use of multiple tools, and multiple observations through out the two years period
- The theory papers and monographs are assessed at the end of first year and the dissertation followed by viva are assessed during the second year
- All instruments are based on the concept of validity and reliability achieved through the use of blue-prints, model question papers, or rating scales accompanied by matrices or rubrics.
- All assessment components are combined and reflected in the final university exam based on CBCS system

The evaluation of M Phil includes assessment of outcomes in all the components: Core Educational Technology, Core Research Methodology, Two Monographs (Study of Electives), Major Project (Dissertation and Viva) and Portfolio.

The overall evaluation pattern will include a total of 500 marks of which a weightage of 250 marks (50%) for the internal and 250 marks (50%) for external assessment

The M Phil Evaluation is done in two parts: Part I at the end of first year and Part II at the end of second year.

End of Part I Examination:

1. Research Methodology core paper (3 Hrs duration) which will carry 100 marks (SAQs 10x10). However this paper will focus more on Qualitative Research and EducationalResearch.
2. Educational Technology paper (3 Hrs duration) also carries 100 marks (SAQs 10x10). This paper will be based on the course content of PGDHPE with emphasis on core knowledge of EducationalTechnology.
3. Both the above mentioned papers will be evaluated by one External and one Internal Examiner.

The setting of Question Papers will be as per the norms and best practices followed by the SBV which includes guidelines for the paper setter and model question paper submitted to the paper setter in advance and moderation of the papers before administration.

4. The elective 1 and elective 2 shall be submitted as monographs, carrying 50 marks for each. The monographs shall be assessed by the ExternalExaminer as per the guidelines prescribed by the SBV [we need to work on this Annexure 1]

End of Part II Examination:

1. The Project Work which is submitted as Dissertation and Viva during the end of 2nd year shall carry 70 and 30 marks, respectively (total 100). They will be assessed jointly by External and InternalExaminer.
2. The Portfolio component which is the continuous documentation of the work done by the scholar for 2 years shall carry 100 marks and assessedinternally.

The evaluation of dissertation will be guided by the regulations approved by the SBV. [We need to consult Dean Research or develop our own criteria Annexure 2]

The evaluation of Portfolio will be done as per the guidelines approved by the SBV [We need to work on this and place Annexure 3]

Scholars who fail in Part I/II examination will be allowed only one additional attempt.

Part I - To be held at the end of one year			
Ser. No	Course description	Details	Marks
1.	Paper I Course work one in research methodology	SAQs - 10x10 (oneexternal and one internalexaminer)	100
2.	Paper II Course work two Core paper in Education Technology	SAQs - 10x10 –to cover all aspects of Core Education Technology, viz. T/L Principles, Evaluation, Curriculum planning and Management (one external and one internal examiner)	100
3.	Elective one – review (monograph)	To be evaluated by an external examiner	50

4.	Elective two – review (monograph)	To be evaluated by an external examiner	50
Part II - To be held at the end of second year			
5.	E-portfolio to cover full two year period	(Teachingand Learning portfolio) evaluation by internalexaminer	100

6.	Project to be submitted as a dissertation plus project viva voce	One internal and one external examiner	100 (Project- 70 & Viva - 30)
Total marks			500
250 marks (Theory 50+50, plus e-portfolio – 100 plus + project – 50) = 250			Internal Examiner 250
250 marks (Theory 50+50, plus monographs 50+50 plus project -50)= 250			External Examiner 250

Guidelines for the Paper Setters, Examiners and Candidates

Paper I - Core Paper Research Methodology 100 Marks – ThreeHours

The Paper on Research Methodology for M Phil in HPE shall focus more on Qualitative Research and Educational Research.

The questions will be set to assess the concepts and their practical application rather than facts and figures.

Specimen Question Paper for M. Phil. Program

Paper I Core Paper Research Methodology

Marks=100 Duration: ThreeHours

3. Enumerate the steps involved in the research process, by citing an example from your field.
4. Discuss the differences between clinical research and educational research as applied to your chosen discipline by citing anexample.
5. 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 thesequestions.
6. Cite examples of research studies where you recommend a) QuestionnaireSurvey, b) Likert's Scale, and c) both combined together.
7. Describe the process of qualitative analysis ofdata.
8. Explain any one of the probabilistic distributions and its application in yourspecialty.
9. Explain the term "P" value and itsimportance.
10. Differentiate between Standard Deviation and Standard Error of Measurement and describe the utility ofeach.
11. Enumerate the universal principles of ethics. Cite an example to show how various universal principle could conflict in research.
12. Describe the differences between qualitative and quantitative research. How can they complement eachother?

Guidelines for the Paper Setters, Examiners and Candidates

Paper II - Core Paper Educational Technology - 100 Marks (Three Hours)

1. The Question Paper carries 100 marks. There shall be ten (10) short essays withten (10) marks each

2. The questions shall be based on the core competencies of teachers related to the followingaspects:

    - Application of Systems approach in education
    - Handling large classes, Interactive Methods of teachinglearning
    - Handling small groups - groupdynamics
    - Principles of adultlearning
    - Curriculum planning including lessonplanning
    - Developing educationalresources
    - Making rational use of media and informationtechnology
    - Teaching and mentoringskills
    - Skills of giving and receiving feedback, reflectivepractice
    - Developing AssessmentStrategies
    - Exploring the role of e-learning, open learning, and blendedlearning
    - Educational management including leadership

3. The scholars are expected to demonstrate application of knowledge rather than facts. While answering the questions, attempts should be made to cite real or simulated examples from the workplaces. Flow charts, boxes and tables can be used as value additions to enrich theanswers.

Specimen Question Paper

Paper II - Core Paper on Education Technology – 100 Marks; Three Hours

All Questions are compulsory; Each Question carries 10 marks

1. Systems approach has made tremendous impact in manufacturing industries. Explain how it can be applied to the education system identifying inputs, process, output and the feedback loop. Give an example to show how you can bring about efficiency and effectiveness in your proposedsystem.

2. What is group dynamics? Describe the stages of formation of a group in a class room context. Discuss the role played by the leader in achieving best performance. Give some practical tips to the Department of Community Medicine who are likely to send their students on field posting.

3. A newly joined teacher who has not received any training in teaching consults you with her concern for handling a large class room, mischievous students and vast content to be taught in a tight schedule. Explain your line of suggestions keeping in mind the best practices of teaching and principles behind thesepractices.

4. In what manner the media play a key role in enhancing learning, especially ina setting of diverse type of learners? How do you go about in selecting most appropriate media? Write a future scenario of use of media in your teaching profession.

5. If you are appointed as a Vice Chancellor of a newly established Health Sciences University , how will you go about in bringing about curriculum change in your university? If the University is 30 years old, will your strategy be same? If not, how does itdiffer?

6. Discuss the differences between formative and summative assessment with reference to a) Purpose of assessment, b) Frequency c) Tools employed; Suggest any TWO measures to improve existing practice of Formative AND Summativeassessment

7. What is the importance of doing Item Analysis? What are the three important parameters of item analysis? With the help of example, show how are they computed. Again with examples, interpret the values which you havegot.

8. What is competency based medical education (CBME)? How is it different from conventional curriculum. Outline the steps involved in designing and implementing CBME (or dental/nursing) in your context. What difficulties do you anticipate and how do you plan to overcome them?

9. Explain the terms: Pedagogy, Andragogy and Heutagogy. Critically examine the course you are teaching (or learning) and explain where do you stand in this continuum? What do you recommendfurther?

10. What are the challenges involved in bringing about changes in an organization? With the help of examples, show how can you bring about changes? How do you determine if the changes have reallyoccurred?

Guidelines for assessing the Portfolio:

Marks of Final Examination for each course are converted in to Letter Grades and corresponding Grade Points are arrived, course-wise. Further by multiplying 'Credits' x 'Grade Points', Credit Points are computed for each course. By summing up Credit Points for all courses and dividing by total number of Credits, Cumulative Grade Point Average (CGPA) is arrived as per UGC norms. Calculation of CGPA Example

Marks obtained by candidate (a)	**Equivalent grade letter (b)**	**Grade descriptor (c)**	**Grade point (d)**
85 % and above	O +	Outstanding	10
75-84	O	Excellent	9
65-74	A+	Very good	8
60-64	A	Good	7
55-59	B+	Above average	6
50-54	B	Average pass	5
40-49	C	Conditional pass	4
39 and below	F	Reappear	

Example of calculation:

Course	**Marks obtained**	**Grade letter**	**Grade point**	**Creditfor thecourse**	**Credit point**
1	55	B+	6	6	6 x 6 = 36
2	52	B	5	6	6 x 5 = 30
3	68	A+	8	6	6 x 8 = 48
4	72	A+	8	6	6 x 8 = 48
5	50	B	5	2	5 x 2 = 10
6	80	O	9	2	9 x 2 = 18

Total	28	190

Total credit assigned for the program = 28; Sum of all the credit points obtained by the candidate = 190; CGPA = Total credit points for the whole year = 190; CGPA =190/28 =6.79

Pass Marks:

1. Candidate should secure not less than 40% in any theory paper and overall 50% in Total theorymarks.
2. Not less than 50% in other parts of theexamination

LIST OF RECOMMENDED BOOKS

1. A Practical Guide for Medical Teachers. Dent JA & Harden, RM (3rdEd). Churchill Living Stone, Elsevier,2009
2. ABC of Learning and Teaching in Medicine 2nded. 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 (1stEd),2006
5. Communication Skills in Clinical Practice. Sethuraman KR (1stEd) Jaypee Brothers, 2001
6. Educational Handbook for Health Personnel. Guilbert JJ (6thEd). WHO,1987
7. How to read a paper GreenHalgh T,2000
8. Medical Education Principles and Practice. N. Ananthakrishnan, K.R. Sethuraman, Santhosh Kumar (Ed) (2ndEd). Alumni Association of NTTC, 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 (2ndEd). JaypeeBrothers, 1999
11. Principles of Assessment in Medical Education. T. Singh &Anshu (Ed) (1stEd). 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, (3rdEdn). Redcliffe Publishing Ltd.2011
15. Text Book of Communication and Education Technology for Nurses. Neeraja KP (1stEd). Jaypee Brothers, 2011
16. The Art of Teaching Medical Students. Bhuiyan PS, Rege N, Supe AN (eds)(3rded). 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 RECOMMENDED JOURNALS

1. AcademicMedicine
   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: JigishaPatel
   OpenAccess
4. Education for Health: Change in learning & practice
   Publisher: The Network: Towards Unity for Health
   Co-Editor-in-chief: MichaelGlasser
   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 PressLtd
   Editor-in-chief: AnwarulAzimMajumder
   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 EducationOnline

   Publisher: Medical Education Online

   Editors: David J Solomon, Ann Frye, Brian Mavis

   Open Access

10. MedicalTeacher

    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 ClinicalTeacher

    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 MedicalEthics
16. SBV Journal of Basic, Clinical and Applied Health Sciences Free Access, Google Indexed 17
17. Annals of SBV Google Indexed

ANNEXURES

1. Guidelines for evaluating the Monographs
2. Guidelines for evaluating the M Phil Dissertation
3. Guidelines for evaluating the M Phil Portfolio