

Perception of faculty members regarding faculty development programme (FDP) at Katihar Medical College

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ABSTRACT

Faculty Development is commonly used to describe activities and programmes designed to improve instruction with respect to both teaching and learning. Recently Academic Development has been used in literature to refer to development activities and programs that more fully address the multiple roles of faculty. Over a number of years, faculty developers have worked as researchers investigating various aspects of teaching and learning development in higher education. Major universities throughout the United States have faculty development programs usually coordinated by a campus wide teaching center. Workshops and learning communities should be open to both new and experienced faculty members. A survey was undertaken by the Medical Education Unit of Katihar Medical College to assess the awareness of faculty members towards the changing trends in medical education.

Key words: Development, Faculty, Programme, Workshops

Introduction

Medical education in India has come a long way since its inception. Faculty developers have played an important role of researchers investigating various aspects of teaching and learning development in higher education. Faculty development encompasses all activities related to induction, training and further development of faculty members so as to optimize their effectiveness as teachers, trainers and leaders in education [1]. While most teachers in medical education accomplish the task of teaching by emulating their seniors, and by trial and error, the need for systematic faculty development programmes (FDP) is well established [2].

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Countless workshops, seminars and other faculty development courses are offered under the assumption that they can positively affect how faculty teach which in turn will help students learn.

Faculty Development is considered an essential tool to cope with new teaching tasks and is a means for participants to build important career relationships with peers, mentors and academicians who contribute to academic advancement[3]. Faculty Development in India began in 1976 with the establishment of the first National Teacher Training Centre (NTTC) at Jawaharlal Institute of Postgraduate Medical Education and Research (JIPMER), Pondicherry now Puducherry. In 1997, the Medical Council of India (MCI) recommended the establishment of Medical Education Units (MEU) in each medical college[4]. MEUs are expected to organize FDPs, carry out research in medical education and promote continuing medical education (CME).

Material & Method

After approval from the Institutional Ethics Committee (IEC), A questionnaire based survey comprising 10 multiple choice questions was designed by the authors of this study for the teaching faculty members of Katihar Medical College. The questionnaire was designed keeping in mind the previous two workshops on Basic Course in Medical Education Technologies conducted in the years 2013 and 2014 in Katihar Medical College under observer from Regional Centre appointed by the Medical Council of India. The responses to the questionnaire were evaluated manually with a specified key and results were analysed statistically.

Results

Out of 152 teachers on various teaching posts (Assistant Professors, Associate Professors & Professors) serving in Katihar Medical College, 139 participated in this study, as the remaining 13 were unavailable for unavoidable reasons. 114 teachers (82%) attained a score of 6/10. 129 teachers (93%) were of the opinion that they will improve their respective teaching methodologies after joining MEU and actively participating in MEU workshops. 81 teachers (63%) expressed their desire to positively join the MEU of the institute. 37 teachers (29%) did not want to join the MEU and 11 teachers (8%) had no clear opinion.

Table 1: No. of participants and non-participants

Sample Size	Participants	Non-Participants
<i>n</i> =152	139	13

Table 2: No. of participants and scores obtained

No. of Participants (<i>n</i> =139)	Score Obtained (10)
0	10
0	09
2	08
6	07
114	06
5	05
5	04
7	03
0	02
0	01
0	00

Table 3: Opinion of participants after the survey

Opinion	Will Join MEU	Won't Join MEU	Don't Know
<i>n</i> =139	81	37	11

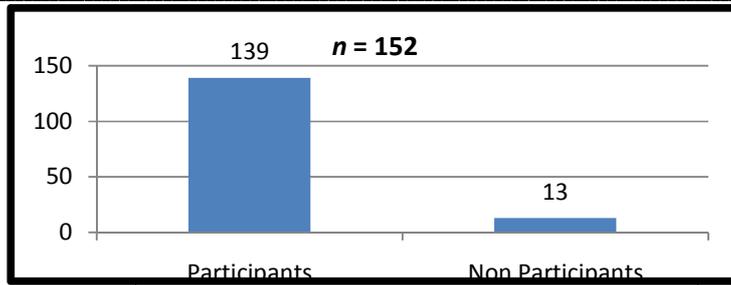


Fig.1: No. of Participants & Non Participants

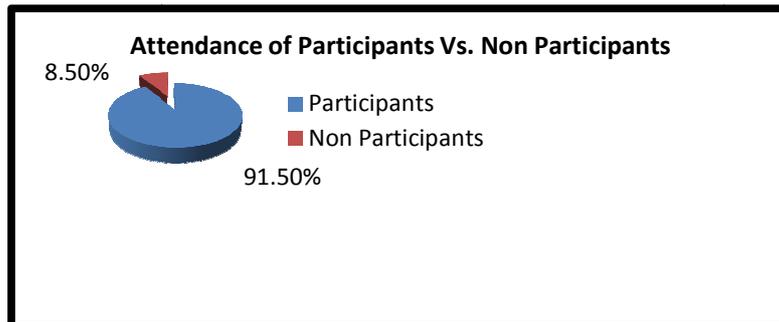


Fig.2:Percentage of Participants & Non Participants

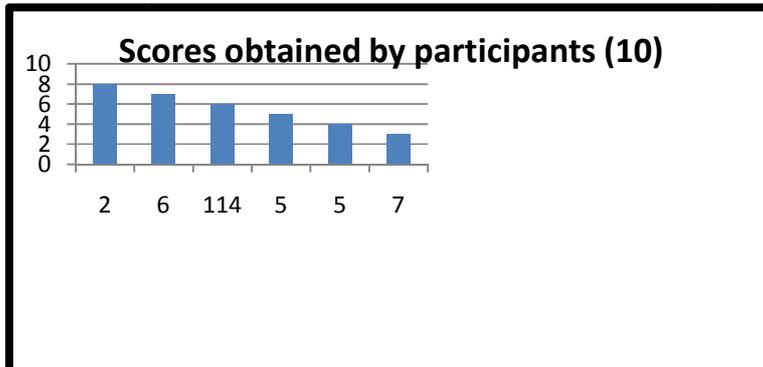


Fig.3: Scores obtained out of 10 by Participants

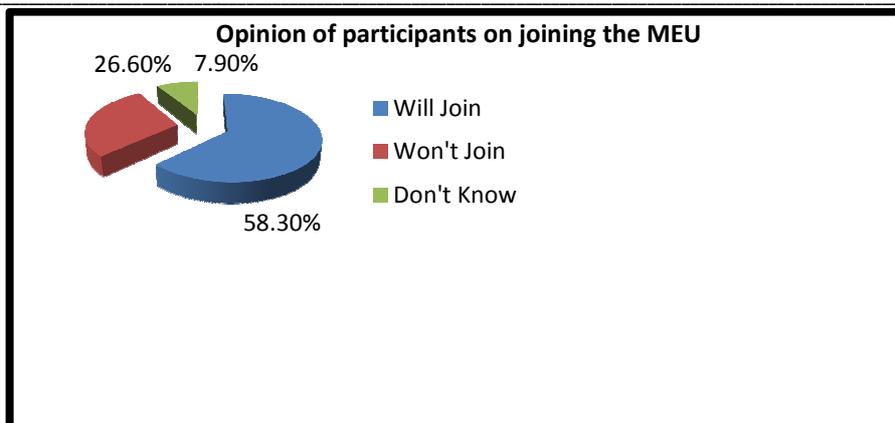


Fig.4: Opinion on joining the Medical Education Unit (MEU)

Discussion

This survey shows that Faculty Development in India is in its infancy and so is the MEU of Katihar Medical College. The members of MEU have tried hard to sensitize the teaching faculty members of Katihar Medical College but more sincere effort is expected from their end. There is a need to strengthen infrastructure, faculty and number of workshops conducted by our MEU. It is suggested to expand the domain of our MEU with reference to its operation and research in the field. Our survey suggest that our MEU is deficient in terms of infrastructure and both human and physical resource. The need for recruiting faculty and providing the best working conditions has been voiced by the WHO as a key component of quality assurance in Medical Education[5]. The present scope of our MEU appears to be largely concentrated and limited to teacher training. Medical teachers are the bulls eye.

Conclusion

Professional development should be an ongoing endeavour for all faculty members because their growth as instructors has a profound impact on their students. There are always new opportunities for improvement, new teaching techniques to learn and master. In a campus culture, that values innovative teaching and learning, faculty development strategies is the cornerstone to educational excellence. Our survey reveals that the perceptions of faculty members of Katihar Medical

College towards FDPs is circumscribed to improving their individual teaching learning methods.

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