Preamble:

The Basic Course Workshop in MET in its present form is operational since nearly four years. Based on experience gained at Regional Centers and feedback from faculty as well as participants, certain revisions are required to make the course more useful and acceptable to teachers in the current scenario of exploding knowledge. This is also in keeping with the broader objectives of the revised Regulations on Graduate Medical Education Programme. The contents of the programme include teaching learning, assessment (formative and summative) as well as proposed curricular changes (Integrated teaching, early clinical exposure, internal assessment and E-learning).

The Guidelines given below are only broad framework of the programme and sufficient flexibility can be exercised by the Regional Centers and Medical Education Units of medical colleges in delivering the contents.

Purpose of the Basic workshop:

The purpose of the Basic Course Workshop in MET is to provide basic knowledge, skills and attitudes to all faculty in medical colleges which they can apply in day to day practice in different areas of teaching and assessment (classroom, laboratory, clinical, field work).

Proposed Framework for Basic Workshop

Minimum duration of the workshop should be 3 days. An additional day or sessions may be included based on needs of local participants and logistics.

Day 1

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction Group Dynamics</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Ice Breaking, Demonstrate group roles through exercise Group Dynamics, Team Building Managing Teams, Thinking out of Box</td>
<td></td>
</tr>
<tr>
<td>Systems Approach, Learning Process, Adult Learning</td>
<td>90 minutes</td>
</tr>
<tr>
<td>Medical education as system, Need for system approach, Applying systems approach, Teaching Learning Process Pedagogy vs Androgogy Principles of adult learning Self directed learning Motivation to learn</td>
<td></td>
</tr>
<tr>
<td>Sessions</td>
<td>Duration</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>Taxonomy of Learning</strong></td>
<td></td>
</tr>
<tr>
<td>Educational Objectives - I</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Introduction to concepts of taxonomy of</td>
<td></td>
</tr>
<tr>
<td>learning, Domains of learning and examples</td>
<td></td>
</tr>
<tr>
<td>Types of objectives</td>
<td></td>
</tr>
<tr>
<td>Educational Objectives - II</td>
<td>60 Minutes</td>
</tr>
<tr>
<td>Competency</td>
<td></td>
</tr>
<tr>
<td>Educational Objectives and framing</td>
<td></td>
</tr>
<tr>
<td>Competencies</td>
<td></td>
</tr>
<tr>
<td>Clarification of terms: competency,</td>
<td></td>
</tr>
<tr>
<td>outcome, objectives</td>
<td></td>
</tr>
<tr>
<td>How to write competencies</td>
<td></td>
</tr>
<tr>
<td>Microteaching and Media</td>
<td>90 minutes</td>
</tr>
<tr>
<td>Microteaching and effective use of Media</td>
<td></td>
</tr>
</tbody>
</table>

### Day 2

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum development &amp; Quality Assurance in Medical Education</td>
<td>90 minutes</td>
</tr>
<tr>
<td>1. What is Curriculum</td>
<td></td>
</tr>
<tr>
<td>2. Curriculum Components</td>
<td></td>
</tr>
<tr>
<td>3. Principles of Curriculum development and utility</td>
<td></td>
</tr>
<tr>
<td>4. Introduction to concept of quality</td>
<td></td>
</tr>
<tr>
<td>Assurance in ME</td>
<td></td>
</tr>
<tr>
<td>Principles of Assessment</td>
<td>45 minutes</td>
</tr>
<tr>
<td>General principles, Purpose, types,</td>
<td></td>
</tr>
<tr>
<td>aligning with objectives</td>
<td></td>
</tr>
<tr>
<td>Assessment of Knowledge</td>
<td>120 minutes</td>
</tr>
<tr>
<td>Essay type questions and their improvement</td>
<td></td>
</tr>
<tr>
<td>Short Answer questions</td>
<td></td>
</tr>
<tr>
<td>MCQs including Item analysis</td>
<td></td>
</tr>
<tr>
<td>Setting of Question paper and Concept of</td>
<td></td>
</tr>
<tr>
<td>Blue printing (Optional)</td>
<td></td>
</tr>
<tr>
<td>Open House</td>
<td>30 Minutes</td>
</tr>
<tr>
<td>Related to TL &amp; assessment</td>
<td></td>
</tr>
<tr>
<td>Skills of effective Feedback</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Importance and skills of giving feedback</td>
<td></td>
</tr>
<tr>
<td>Internal Assessment - Principles and its</td>
<td>60 Minutes</td>
</tr>
<tr>
<td>application</td>
<td></td>
</tr>
<tr>
<td>Formative and Continuous internal assessment</td>
<td></td>
</tr>
</tbody>
</table>

### Day 3

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactive Teaching Learning methods</td>
<td>120 minutes</td>
</tr>
<tr>
<td>Interactive Teaching methods</td>
<td></td>
</tr>
<tr>
<td>Application to large Group, Small group and</td>
<td></td>
</tr>
<tr>
<td>Clinical teaching</td>
<td></td>
</tr>
<tr>
<td>E-learning</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Principles of e-learning, Virtual and</td>
<td></td>
</tr>
<tr>
<td>distance learning</td>
<td></td>
</tr>
<tr>
<td>Good Teaching practice</td>
<td>75 Minutes</td>
</tr>
<tr>
<td>Purpose, Objectives, Contents and Activities:</td>
<td></td>
</tr>
<tr>
<td>Foundation Course, Communication Skills</td>
<td></td>
</tr>
<tr>
<td>Early Clinical Exposure</td>
<td></td>
</tr>
<tr>
<td>Integrated Learning</td>
<td></td>
</tr>
</tbody>
</table>
Skill Development and Assessment of Clinical and Practical Skills

<table>
<thead>
<tr>
<th>Practical examination, Long Case and its improvement OSCE/OSPE Oral and Viva –voce</th>
<th>120 Minutes</th>
</tr>
</thead>
</table>

| Closing | Feedback and follow up | 30 minutes |

**Basic Course – day wise distribution**

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Curriculum and Quality assurance in ME</td>
<td>Interactive Teaching</td>
</tr>
<tr>
<td>Group Dynamics</td>
<td></td>
<td>Learning methods</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Large Group</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Small Group</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clinical/ Bed side teaching</td>
</tr>
<tr>
<td>Systems Approach, Learning Process, Adult Learning</td>
<td>Principles of Assessment</td>
<td>E learning</td>
</tr>
<tr>
<td>Taxonomy of Learning Educational Objectives And Competency based curriculum</td>
<td>Assessment of Knowledge</td>
<td>Curricular Innovations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Foundation Course</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Early Clinical Exposure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Integrated Learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Skill Development</td>
</tr>
<tr>
<td>Microteaching Use of Media</td>
<td>Open House</td>
<td>Assessment of Clinical and Practical Skills</td>
</tr>
<tr>
<td>Importance and skills of giving effective Feedback</td>
<td>Closing</td>
<td></td>
</tr>
</tbody>
</table>

**Quality Improvement for Basic Course Workshop in MET**

- It is mandatory for the faculty for Basic Course Workshop in MET at Regional Centres and in MEU of medical colleges to have undergone an advanced training in medical education like Masters in Medical Education, MHPE or Diploma/Fellowship in Medical Education.
- To continue administering the daily sessions feedback, programme evaluation questionnaire, retro pre-evaluation and pre-test- post-test to collect and analyse evaluation data.
- In addition, the following assignment to be given to the participants: a self-report of educational change/ project/ activity which was implemented following the training in MCI Basic Course Workshop in MET. The report is to be submitted by the participant to the Convener of the respective Regional Centre within one month of attending the Basic
Course Workshop and **MCI certificates to be given only after submission of the self-report.**

- Yearly report to be submitted by MEU coordinators of medical colleges to Convenors of Regional Centres. Each Regional Centre would provide consolidated yearly report to Academic Cell, MCI using the Quality Improvement template provided in Appendix II.
- After the Basic Course Workshop in MET has run for 7 years, a core group of experts/external agency would conduct an impact evaluation study.

**Appendix-II**

**Template for Quality Improvement of Medical Education Units**

**Yearly Report from MEU Coordinators**

**July 201_– June 201_**

The following template is to be used by all MEU coordinators to submit a **yearly report** to their respective Regional Centre *(by July of each year)*. Add pages wherever required.

1. **Number of Faculty Development Workshops conducted and faculty trained:**

<table>
<thead>
<tr>
<th>Name of workshop</th>
<th>Number conducted</th>
<th>Where conducted</th>
<th>Number of faculty trained</th>
<th>Name of faculty/resource person/observer</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Within the Institution/ Local</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MCI Basic Course Workshop in MET at RC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MCI Basic Course Workshop in MET at Medical College with observer from RC</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II. National</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III. International</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **Educational Innovations / changes / projects**
a. Within the institution

b. National

c. International

3. Educational course conducted

4. Educational grants received

5. Educational research activities

6. Educational Publications

<table>
<thead>
<tr>
<th>Type</th>
<th>Indexed (specify what type of indexing: Medline/PubMed/ or any other)</th>
<th>Peer reviewed</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full publications</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abstract</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letter to the editor</td>
<td></td>
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<td></td>
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<tr>
<td>Case Report</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total in National journals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full publications</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Short communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abstract</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letter to the editor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case Report</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total in International journals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total publications: (national + International)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. **Educational books/ chapters edited/ authored**

8. **Editor/ reviewer of educational journals**

9. **Educational conference: Mention the total number and details**
   a. Pre-conference workshop/s conducted
   b. Pre-conference workshop/s participation
   c. Educational conference/s conducted
   d. Educational conference participation
   e. Educational conference oral/poster presentation
f. Educational conference invited speaker/resource faculty

10. Others

11. Briefly describe the next year plans for the MEU

Appendix III

Requirements of Department of Medical Education at Regional Centre

The Medical Education Department of the Regional Centre may be housed in an appropriate air-conditioned area which can accommodate around 30 participants in a workshop format. The venue must be equipped with blackboard/whiteboard/multimedia board. The venue should be well lit with proper audio/video aids. It should also have a proper sound recording system, backed up by a continuous power supply.

List of Equipments required at Regional Centres in MET

1. Multimedia PCs internet enabled with DVD Writer Drive -- two
   in-built or external 17" or 19" SVGA color monitor preferred.

   Both the computers will be utilized for the entire media operation, i.e. for connectivity with printers, digital photography and scanners.

2. Multimedia projector -- two

3. Screen for projection -- as required

4. Scanner -- one

5. Laptop -- two

6. Photocopier/Printer (35 PPM) -- two

7. Magnetic Board/flip board -- two

8. Laser Printer -- one
9. *Large format color Printer with facility for printing up to 42-44" size* -- one

10. *Video editing System suitable for DVCAM format* -- one
   
   o *Able to do two video layer and one graphic layer with 2D/3D effects, in real time.*
   
   o *For this, one computer can be upgraded according to the card*

11. *Digital Still SLR Camera* -- two

12. *Digital Video Camera (Handycam)* -- one

The above list of equipments should be available in each Regional Centre.
Orientation Programme Training of MEU Coordinators

MEU coordinators can play a very important role in implementing the concept of faculty development promoted by Medical Council of India. In a way, the whole process follows the ‘cascade approach’ to continuing medical education, wherein concepts developed at the central level are percolated down to one and all. The message, in this approach, may get distorted as it passes many levels. The MEU coordinators will play a crucial role in ensuring that the message is properly delivered without distortion. They are also the linking pins between the faculty, colleges and regional centers.

This role requires a training and orientation of MEU coordinators to enable them to optimally undertake these roles. With this perspective, the objectives of training MEU coordinators are:

a. Orient them to the concept of faculty development, trends and tools used globally and their applicability in our setting
b. Enable them to use sound managerial concepts like program planning, implementation and evaluation
c. Enable them to produce with assistance from course faculty the syllabi, faculty guides and reading materials for the workshops
d. Orient them to the administrative requirements associated with this function

To meet these objectives, it is proposed to have a one day training of MEU coordinators. This training will be interactive and prepare the MEU coordinators to act as role models of interactive teaching for their co-faculty and workshop participants. The topics covered will include:

a. Concept of faculty development
b. Roles and responsibilities of MEUs/ MEU coordinators
c. Learning in workshops: Sharing of best experiences of learning in workshops and how to use these experiences for planning FD workshops
d. Program planning tools like Gantt charts, backwards planning etc. with practical examples
e. Material preparation: syllabi, faculty guides, resources
f. Program evaluation: tools like session evaluation, retrospective pre-post evaluations
   Long term program evaluations at own institutions
g. Administrative aspects: record keeping, reporting, networking, relationship and expectations from Regional centers

This training should happen once a year and should include MEU coordinators as well as co-coordinators from the attached colleges. Faculty from Regional Centers will organize such training for their attached colleges. Regional centers will also evaluate this training.