



# N.T.T.C.

## BULLETIN

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THEME OF THIS ISSUE

50th 'GOLDEN' COURSE

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**NATIONAL TEACHER TRAINING CENTRE (NTTC)**

Jawaharlal Institute of Postgraduate Medical Education and Research (JIPMER)

Pondicherry, India - 605 006

## **EDITORIAL: NTTC – A Feather on JIPMER’s Cap**

It is heartening for the resource persons of the first National Teacher Training Centre at JIPMER to conduct the 50<sup>th</sup> National Course on educational science and technology. In the 1970's, when WHO initiated a global movement towards improving medical education, many of us did not realize its importance. The credit must go to Dr. D.B. Bisht for leading a team from JIPMER to the International Course in 1975 and showing leadership in setting up first NTTC at JIPMER.

Credit must also go to the Resource Persons of the early years of NTTC : They had to face ridicule, indifference and at times downright hostility from medical teachers. Those days, almost everyone thought that teaching was an art and like most art cannot be learnt or taught. They failed to see that educational science and technology was the fourth revolution in educational sphere sweeping the globe. Therefore hats off to the initial batch of Resource Persons for their perseverance in overcoming resistance. The earlier courses lasted 14 days. This was later pruned to 10 days without losing its impact.

Credit must also go to other Teacher Training Centres and Medical Educational Cells for providing competition, which made us strive to be the best in the country - not in our own estimate but in the assessment of our participants. We have achieved this by listening to our participants' feed back and continuously refining the content and conduct of the 10-day workshop. In the past 18 years, several new sessions have been added, starting with computer assisted learning in 1987. Thanks to a comment from one of the ME Cells in 1995 that the National Course needed updating, we revamped the 10-day programme and added seven more sessions. This made the national course, 'the most relevant and the most useful educational workshop' in the eyes of the participants.

The major crisis for us was at the end of 9<sup>th</sup> Five Year Plan when Government decided to stop funding the NTTCs under Plan Budget. This was a mortal blow for other NTTCs. However, we took this challenge as an opportunity to go ahead on self-financing mode. We find that the attention and motivation of the participants are even better now as they have to find resources for attending this 10-day course.

A major force that moves NTTC forward comes from the affection and enthusiasm of the Alumni of NTTC. The association of NTTC Alumni has nationwide membership of about 600 medical teachers. The two conferences of Alumni Association held at 1995 and 2001 were quite successful. Hopefully Alumni will meet again during 2005 for the third conference. (See the announcement below).

The most significant factor in sustaining NTTC and maintaining its performance has been the line of Project Directors since 1975 who, without a single exception, have always nurtured the center and worn NTTC as a prestigious feather on their cap.

### **MECON 2005**

Medical Education conference for Alumni of NTTC and other Institutes/Medical College teachers is provisionally scheduled on 6<sup>th</sup> and 7<sup>th</sup> October 2005. We invite paper presentations during the conference. Those who are interested in attending the conference may send email to [nttc@rediffmail.com](mailto:nttc@rediffmail.com). The application form and other details will be sent in July 2005. It will also be announced in our website [www.jipmer.edu](http://www.jipmer.edu)

## "WE REMEMBER WITH GRATITUDE"

### Past Project Directors of NTTC since 1975

1. **Dr. D.B. Bisht**,  
Ex-Principal, JIPMER
2. **Dr. M.N. Ghosh**,  
Ex-Director, JIPMER
3. **Dr. O.P. Bhargava**,  
Ex-Director, JIPMER
4. **Dr. P. Bahadur**,  
Ex-Director, JIPMER
5. **Dr. S. Chandrasekar**,  
Ex-Director, JIPMER
6. **Dr. D.S. Dubey**,  
Ex-Director, JIPMER
7. **Dr. R. Sambasiva Rao**,  
Ex-Director, JIPMER
8. **Dr. P.H. Ananthanarayanan**,  
Ex-Director, JIPMER
15. **Mr. K. Vijayan Pillai**,  
Ex-Technical Supervisor
16. **Mrs. Aleyamma Chatterjee**,  
Ex-Nursing Superintendent
17. **Dr. A.J. Veliath**,  
Ex-Medical Superintendent
18. **Dr. D.K. Srinivasa**,  
Ex-Dean
19. **Dr. Asha Oumachigui**,  
Ex-Director-Professor of Obst. & Gyn
20. **Dr. R. Narasimhan**,  
Ex-Director-Professor of Pathology
21. **Dr. Gita Rajagopalan**,  
Ex-Professor of Obst. & Gyn.
22. **Dr. G.S. Moni**,  
Ex-Asst. Professor of Educational  
Technology

### Past Resource Persons of NTTC, JIPMER since 1975

1. **Dr. O.P. Bhatnagar**,  
Ex-Professor of Physiology
2. **Dr. H.N. Madhavan**,  
Ex-Professor of Microbiology
3. **Dr. S. Kasinathan**,  
Ex-Lecturer in Biology
4. **Dr. I.S. Gandhi**,  
Ex-Asst. Professor of Pharmacology
5. **Dr. S. Sankaran**,  
Ex-Professor of Medicine
6. **Dr. P.C. Behl**,  
Ex-Professor of Anaesthesiology
7. **Dr. S.P. Mehta**,  
Ex-Professor of Pharmacology
8. **Dr. (Mrs.) Vanaja Sankaran**,  
Ex-Professor of Pathology
9. **Dr. Sathyamoorthy**, (Late)  
Ex-Asst. Professor of Physiology,
10. **Mr. L. Krishnan**, (Late)  
Medical Illustration Division
11. **Dr. R.N. Sibal**,  
Ex-Professor of Surgery
12. **Dr. S.C. Mitra**,  
Ex-Professor of Anatomy
13. **Mr. B.V. Adkoli**,  
Ex-Asst. Professor of Medical  
Education
14. **Dr. D.P. Thombre**,  
Ex-Director-Professor of Physiology

### Present Resource Persons of NTTC

1. **Dr. K.S.V.K. Subba Rao**,  
Director, JIPMER (Project-Director,  
NTTC)
2. **Dr. K.R. Sethuraman**,  
Director-Professor & Head, Dept. of  
Medicine & Medical Education  
(Project Officer, NTTC)
3. **Dr. C.H. Shashindran**,  
Director-Professor & H/D of  
Pharmacology
4. **Dr. N. Ananthakrishnan**,  
Director-Professor & H/D of Surgery
5. **Dr. Santosh Kumar**,  
Professor & H/D of Urology
6. **Dr. K.A. Narayan**,  
Professor & H/D of P & S.M.
7. **Dr. B. Vishnu Bhat**,  
Professor of Paediatrics
8. **Dr. M.G. Sridhar**,  
Prof & H/D of Biochemistry
9. **Dr. Mariette D'Souza**,  
Professor of Dermatology & STD
10. **Dr. Krishnan**,  
Professor of Pathology
11. **Dr. Latha Chathurvedula**,  
Assoc. Professor of Obst. & Gyn.
12. **Dr. D. Kadambari**,  
Asst. Professor of Surgery

NTTC also gets help from several other faculty staff to conduct other programmes like Orientation workshops for the Postgraduates and Interns. We remember them all with Gratitude.

## MESSAGES FROM OUR PAST NTTC FACULTY

(Message from Dr. D.B.Bisht, Ex-Principal, JIPMER and Ex-Project Director, NTTC, JIPMER)

It gives me great pleasure and satisfaction that the seed of the NTTC plant that I sowed is bearing its 50th fruit and is being well nurtured by you and your team. I pray for its continuous growth of the tree with the hope that it will bear its fruits for many many years to come.

You all have my best wishes and blessings.

With love and regards,

**Dr.D.B. Bisht**

Chairman,  
Sri Aurobindo International Institute in  
Integral Health & Research,  
No.1, Rangapillai Street,  
Pondicherry – 605 001

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(Message from Dr. D.S. Dubey, Ex-Director, JIPMER and Ex-Project Director, NTTC, JIPMER)

It gives me great pleasure and satisfaction to note that the National Teacher Training Centre (NTTC, now Department of Medical Education) JIPMER, Pondicherry has now reached the stage to conduct its 50<sup>th</sup> Golden National Course starting from 21<sup>st</sup> February 2005.

Since the inception of the Centre at JIPMER, which was the first of its kind to be started in India at the national level, has done a commendable job in training medical teachers in the Educational Technology. The Centre has so far trained about 1400 – 1500 Medical Teachers across the length and breadth of the country, apart from taking some candidates from the neighbouring countries also. The Centre has also taken up the responsibility in an innovative manner, to run short-term courses for Resident Doctors and Interns also. All these courses with their innovations and methodology

have gone a long way in orienting and reorienting medical professionals to devise various methodologies and techniques on scientific lines, with an objective component in carrying out their teaching schedules in their respective Medical Colleges and Universities. The core faculty of the Centre right from its beginning had been very sincere and hardworking with a spirit of dedication and is known for its caliber.

It was very creditable that a vast and gigantic task of framing MBBS curriculum, in all its details, was also undertaken at the NTTC, which played a leading role in the Consortium of Medical Colleges and the same was duly recognised and adopted by the Medical Council of India to a great extent. This has created uniformity in curriculum in different Medical Colleges of country.

Apart from all this, the NTTC has also brought out many monographs and publications, which are proving very useful in the field of Medical Education. The pioneering work done by the Centre, is well recognised and the trainees have gone back home with a very positive attitude towards Medical Education with a lot of enthusiasm and fond memories.

I consider myself fortunate to have been associated with the activities of the NTTC as its Project Director in the capacity of the Director, JIPMER, Pondicherry, for a period of about 9 years, which has given me enough experience and foresight in my further professional and academic activities.

I wish many more fruitful years for the Centre in its future activities and endeavours.

With my sincere and best wishes,

**[ Prof. D. S. Dubey ]**

Director,  
Mahatma Gandhi Medical College &  
Research, Pondicherry

(Message from Dr.S.C. Mitra, Ex-Professor of Anatomy and Ex-Project-Officer of NTTC, JIPMER)

I am pleased to know that the Department of Medical Education (Formerly NTTC), JIPMER would be conducting the 50<sup>th</sup> "Golden" National Course on Medical Education from the 21<sup>st</sup> February 2005 and public a special Bulletin to commemorate the occasion.

As one, who has been keenly interested in Medical Education for nearly three decades, I strongly feel that the science of Medical Education has spread strong roots in Indian soil. I am of the view that it should form an integral part of the Medical curriculum particularly so far Postgraduates.

My best wishes to the sagacious and dedicated Faculty of the Department of Medical Education, JIPMER on this momentous occasion.

**Dr. S.C. Mitra**

Matripooja Flat No.8,  
51, Rue Francois Martin,  
Pondicherry-605 012

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(Message from Dr. H.N. Madhavan, Ex-Professor of Microbiology, JIPMER)

I am indeed very happy to know that you are bringing out a commemorative bulletin of NTTC to mark the 50<sup>th</sup> Golden National course scheduled from 21<sup>st</sup> February 2005. I just could not believe that 30 years have gone by since the beginning of NTTC of which I am proud to have associated with as one among the earliest faculties. My message has three components, which need to be impressed upon medical teaching fraternity if trained basic medical graduates are of value to the society at large. 1. To bring Basic scientists and clinicians teaching together to move towards integrated curricula to foster a collaborative approach as facilitators for problem-based learning during the 1<sup>st</sup> and 2<sup>nd</sup> years of medical education. 2. To popularise population and preventive health issues in medical education. Very often medical students believe these health issues are learnt by

common sense. Medical students feel that time spent studying public health issues may hinder their attainment of acute care skills. But I believe students thought so because of poor role modeling by clinicians, with some failing to show the clinical relevance of the issues. 3. To train teachers towards more learner-centered approaches in medical education. Those who had undergone training in the curriculum showed greater enthusiasm for teaching, more learner-centered and empathetic approaches and a richer understanding of teaching principles and skills. Teacher training may offer residents lasting benefits, including improved teaching skills and satisfaction.

My best wishes to NTTC for its Golden National course.

**Dr. H. N. Madhavan** MD, PhD, FAMS, FIC  
Path  
Director of Research & Prof. of Microbiology  
Vice President, Vision Research Foundation  
Sankara Nethralaya, 18, College Road,  
Chennai - 600006,

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(Message from Dr. A.J. Veliath, Ex-Medical Superintendent, JIPMER)

A commemorative bulletin is indeed a fitting tribute to mark the 50<sup>th</sup> Golden National Course. As a previous faculty member of the NTTC, memories move from the early days to the present. The initial teething problems in establishing the National Teachers Training Center at JIPMER, and the difficulties in formulating the course were soon overcome. The course itself underwent a modification from the early days, with reference to duration (it was once 14 days) and the course content relevant to the educational needs and developments.

More striking is the attitudinal change and awareness that has occurred in the Community of Medical Teachers.

In the earlier courses many participants came with an air of cynicism, but departed singing its praises. Today, the cynicism has changed to respect and there is an all round demand to attend the course. Pedagogic terms are no longer Greek and Latin, but are

understood by all and comprise a part of the Medical Curriculum in every medical college. I believe that the credit for this change in a large measure goes to the NTTC at JIPMER.

Keep up the good work!

**Dr.A.J. Veliath**  
Plot No. 22-24, 4<sup>th</sup> Cross,  
Jaya Nagar, Reddiarpalayam  
Pondicherry-10

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(Message from Mrs. A. Chatterjee, Ex-Nursing Superintendent)

I am very happy to learn that 50<sup>th</sup> "Golden" National course is going to be held in JIPMER from 21<sup>st</sup> February 2005 for 10 days. I still remember the 1<sup>st</sup> course we started in JIPMER.

My best wishes for the success of this course and for NTTC for the years to come.

Mrs. A. Chatterjee  
3, Kasturba Nagar,  
Thattanchavadi,  
Pondicherry-9

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(Message from Dr. B.C. Adkoli, Ex-Asst. Professor of Educational Technology)

It is heartening to note that National Teacher Training Centre, JIPMER Pondicherry is touching a magical figure of 50 in organizing teacher-training courses. More than sensitization, NTTC has initiated nothing less than a movement in medical education. As a result we have a dedicated class of teachers across the country, who are the leaders and torch bearers in their respective fields/areas.

Looking prospectively, NTTC has a great potentiality in addressing issues related to quality assurance in medical education, promote distance learning, starting certification and grow from NTTC bulletin to a full fledged Journal dedicated to medical education.

I congratulate every one who has contributed to make NTTC what it is today

and convey my very best wishes for all its future endeavors.

**Dr.B.V. Adkoli,**  
Medical Educationist  
KL Wig Centre for Medical Education &  
Technology  
All India Institute of Medical Sciences, New  
Delhi

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## PROJECT REPORT 1

### Use of MCQs in General Pathology for Formative Assessment

Dr. M. Janaki, Professor, Dept. of Pathology, Kurnool Medical College, Kurnool.

#### Aims & Objectives:

1. Formative evaluation of the students by using MCQ's to assess class performance.
2. To analyse the MCQ's and judgement of MCQ evaluation on the basis of item analysis.
3. To suggest the improvements for defectives items
4. To evaluate the procedure for calculation of difficulty level, discrimination index and distracter effectiveness.

#### Method:

121 students who are in the subject of Pathology are taken for this study. In the department workshop was conducted among the staff members. The aim and importance of this objective type of questioning was explained.

The questionnaire with 100 MCQs was prepared. Instructed the students how to mark the correct answer. The questionnaire was distributed.

Students completed the questionnaire at a scheduled session and in stipulated time. Each question that is item analysed and noted the same against the lower and higher groups.

#### Results: -

The response rate of students was 78/100. Based on item analysis, the date

analyzed and interpretation made by using the prescribed formulas. The difficulty index calculated less than 30% (i.e. 18.100 questions) were too difficult. 30-70 percent are acceptable and more than 10% were easy. The discriminative index was made: 0.15 to 0.20 questions used revising the questionnaire  
0.20 – 0.25 are acceptable questionnaire  
0.25 to 0.35 are good  
More than 0.35 are excellent. The negative discrimination was five.

#### MCQ Analysis:

In our data

18 questions have difficulty index < 30% i.e. too difficult questions  
58 questions have difficulty index 30 to 70% i.e. acceptable questions  
24 questions have difficulty index > 70% i.e. too easy questions

In our data

22 questions have discrimination index < 0.15  
14 questions have discrimination index 0.15 to 0.2; these questions should be revalued  
7 questions have discrimination index 0.2 to 0.25; these questions are acceptable  
27 questions have discrimination index 0.25 to 0.35; these questions are good  
25 questions have discrimination index > 0.35; these questions are excellent  
Negative discriminator = 5 questions

#### Discussion:

MCQ is an easy way of assessing the students in classroom teaching. The co-operation of the staff is needed for proper conduct of the examination.

Interpretation of the data: Out of 100, 18 questions were difficult and the difficulty index was < 30% correlated in. The calculation of difficulty level, discrimination index and the distracter effectiveness review of MCQ and judgment made on the basis of item analysis and improvement for the defective items were made.

To sum up the MCQs are useful in two ways: Useful in evaluation of students and the teacher effectiveness.

## PROJECT REPORT 2:

### Innovative use of Over Head Projector for Dermatoglyphics

Dr. Prashant E.Natekar, Professor & Head,  
Dr. Fatima De Souza, Lecturer. Department of Anatomy, Goa Medical College, Bambolim Goa.

#### Introduction:

Dermatoglyphics is the study of the skin ridges of our hands. It is the branch of Anatomy that is devoted to the study of ridges of the volar surfaces and the applications of this science in the various fields of Anthropology, Genetics and Medicine.

#### Methods of taking finger prints.

The traditional method of analyzing the fingerprint was very tiresome, reason being a good light source was required and to examine with the magnifying lens the counting of ridges lead to straining of our eyes. Secondly the chances of missing minute details were very high.

#### Innovative use of Overhead projector.

The individual is asked to wash the hands and ink was applied uniformly on to the fingers. The fingerprints were taken on X-trans by rolling the fingers from lateral to medial side or medial to lateral depending on the side. The finger print is then analyzed by projecting on the screen. Digital camera and Computer monitor/LCD projector. The finger prints were obtained by any of the methods above and photographs were obtained by digital camera. This data can be transferred to the computer for both qualitative as well as quantitative analysis.

#### Conclusion:

The primitive methods of identification by obtaining fingerprints have now become obsolete and time consuming. With the advance of technology the multimedia used for the teaching purpose can also be used as a diagnostic and investigative tool.

**Editor's Note:** This project is not educational in nature. However, innovative use of OHP for dermatoglyphics may stimulate our readers to 'think outside the box'.

For full text of article contact the author by email: drpenatekar@hotmail.com or nttc@rediffmail.com

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## **LEAD ARTICLE**

### **THEORIES OF SIMPLE LEARNING AND THEIR RELEVANCE**

(Dr. Santosh Kumar, Director-Professor & Head, Department of Urology, JIPMER, Pondicherry-605 006)

#### **INTRODUCTION**

This article describes four theories of simple learning, i.e. (1) Habituation, (2) Sensitization, (3) Classical conditioning and (4) Operant conditioning and discusses their relevance to medical education.

#### **1. HABITUATION:**

Habituation is a process of learning by which a person learns to weaken his reaction to a stimulus, which is perceived to have no serious consequences<sup>3</sup>. For example, medical teachers largely ignore the need for formal teaching / learning of attitudes and psychomotor skills in undergraduate medical curriculum because ignoring of this need has no serious consequences for the teachers.

#### **2. SENSITIZATION:**

Sensitization is a process of learning by which a person learns to strengthen his reaction to a stimulus, which is perceived to have serious consequences.<sup>3</sup> For example, take the case of medical teachers who just ignore 'low achievers' as 'bad students'. After attending an intense session on low achievers, many of them are sensitized to the human side of this modifiable problem with serious consequences if left as such. Many sensitized teachers then avidly counsel and help low achievers.

### **3. CLASSICAL CONDITIONING**

In classical conditioning a neutral stimulus (conditioned stimulus) acquires the property of eliciting an involuntary response or behaviour (conditioned response) after it is associated with a stimulus (unconditioned stimulus), which naturally elicits that involuntary response or behaviour (unconditioned response).<sup>1</sup> Classical conditioning can explain the development of some irrational fears in patients (particularly children) and these fears can be prevented by prior information and explanation.

For example, if a child undergoes a day care surgical procedure, which includes a painful step, he may develop fear of surgical operations, surgeon or even surgeon's office. In this example, painful step of the procedure is the unconditioned stimulus and fear to this pain is the unconditioned response. The non-painful steps of the surgical procedure, surgeon and surgeon's office are conditioned stimuli which develop the property of inducing conditioned response of fear by their association with the painful part of the surgical procedure. Irrational fear of surgical operations, surgeon and surgeon's office is more likely to develop if the patient is not explained the steps of the procedure and it can be prevented by explanation of the procedure steps.

### **4. OPERANT CONDITIONING**

In operant conditioning a behaviour of a person can be strengthened or weakened by modifying the consequences of the behaviour,<sup>1,2</sup>

A desirable behaviour can be strengthened by contingent application of a positive stimulus or reinforcer (positive reinforcement) For example, if a student performs a desirable task, reinforcement can be done by verbal praise and encouragement and / or non-verbal gestures and facial expressions.

A desirable behaviour can also be strengthened by contingent removal of a



negative or aversive stimulus (negative reinforcement). Use of sunglasses is reinforced because it removes sunshine from the eyes (an aversive stimulus). Negative reinforcement has limited application in education.

An undesirable behaviour can be weakened by contingent removal of a positive stimulus. In “time out” a student with undesirable behaviour is asked to leave the classroom for a specified time. In this example, the positive stimulus of the classroom is removed. In “response cost” a driver is fined for speeding. In this example, the positive stimulus of money is partly removed. Similarly, the already gained credit points of a student may be reduced when a student shows an undesirable behaviour.

An undesirable behaviour can also be weakened by contingent application of a negative or aversive stimulus (punishment). In general, punishment is to be avoided in education. One drawback of punishment is that it fails to inform the punished about what better is to be done. Furthermore it may induce negative attitude in the punished towards the punisher and the punishing situation by classical conditioning <sup>3</sup>.

#### REFERENCES:

1. Teacher and Learners: S. Santhanam, Madras, Asian Book Company, 1985
2. The International Encyclopedia of Education. Hussen, T., Postlethwaite T.N. Second Edition, Oxford: Elsevier Science Ltd., 1994.
3. Hilgard's Introduction to Psychology. Atkinson R.L. et al, 13<sup>th</sup> edition, Fortworth; Harcourt College Publishers, 1999.

### Learning Resource Materials (LRMs)

**“Medical Education: Principles and Practice”** Price: Rs.150/-.

Orders may be sent, along with D.D. drawn in favour of *Alumni Association of NTTC, JIPMER, Pondicherry-605006*, to the office of the NTTC. Postage (registered book post) is free.

**Book: Medical Education - Principles and Practice (Vol.II -Trainer’s Manual).**

Price: Rs.100/- payable by D.D. drawn on *Alumni Association of NTTC, JIPMER, Pondicherry-605006*.

**Book: Implementing Innovations in Clinical Skills.**

Price: Rs.80/- payable by D.D. drawn on *Alumni Association of NTTC, JIPMER, Pondicherry-605006*.

**Book: Trick or Treat - A Survival Guide to Health Care.** Price: Rs.120/- (V.P.P. FREE)

*Author: K.R. Sethuraman.*

*Publisher: EQUIP, PB No.8, D.Nagar, Pondicherry-6*

A handy book on coping strategies in health care, character development and controversies in health care scene in India. Medical educators can creatively use each of the 52 chapters - in the form of role-plays and group discussions - to convey different viewpoints of health care. Students can gain a holistic perspective of health and health care.

## EDUCATIONAL PROJECTS INITIATED DURING 50<sup>th</sup> NATIONAL COURSE

The 50<sup>th</sup> National Course was held at JIPMER, Pondicherry from 21<sup>st</sup> Feb - 2<sup>nd</sup> March 2005. The following projects were presented by the participants and approved. We wish them speedy execution of the projects and looking forward for receiving the final report.

Submitted by	College	Title
1. Dr. (Mrs.) Indira V. Ingole, Assoc. Prof. of Anatomy	Mahatma Gandhi Instt. of Medical Sciences, Sevagram, wardha	Seminar by Students as a Small Group teaching & learning process
2. Dr. Anupama Gupta Assoc. Prof. of Pathology	Mahatma Gandhi Instt. of Medical Sciences, Sevagram, wardha	Improvement in diagnostic abilities of II MBBS students in Pathology
3. Dr. Vinutha Shankar, Asst. Professor of Physiology	Sri Devaraj Urs Medical College, Tamaka, Kolar, Karnataka	Low Achievers- Are they really slow learners?
4. Dr. D.H. Ashwath Narayana, Asst. Professor of Com. Medicine	Kempegowda Instt. of Medical Sciences, Bangalore - 560 004	Utility of OSCE / OSPE as a training and evaluation tool in clinico-social case study (CSCS) in Community Medicine
5. Dr. Sateesh S. Jigjini, Director, Curriculum Dev. Cell	Rajiv Gandhi University of Health Sciences, Bangalore	A study regarding implementation of teaching of medical ethics in colleges affiliated to Rajiv Gandhi University of Health Sciences
6. Dr. Natesh, B.H., Lecturer in Paediatrics	Bangalore Medical College, Bangalore	Formulation of MCQ question bank in Department of Paediatrics
7. Dr. K. Bharathi, Asst. Prof. of Microbiology	Bangalore Medical College, Bangalore	Analysis of essay type questioning selected question papers of Rajiv Gandhi University of Health Sciences for Microbiology
8. Dr. Jayaprakash, R, Sr. Lecturer in Paediatrics	SAT Hospital, Medical College, Trivandrum	Facilitating the students with problems in learning process
9. Dr. Sudeshni Mirza, Asst. Professor of Forensic Medicine	Dr. SMCSI Medical College, Karakonam, Trivandrum	Improving learning outcome to Forensic Medicine by students using small group discussion
10. Dr. J. Kabilmurthy, Prof. in General Surgery	Rajah Muthiah Medical College & Hospital, Annamalai University	Innovations in oral clinical exam in General Surgery and their application and analysis
11. Dr. G.C. Sahoo, Professor of ENT	Rajah Muthiah Medical College & Hospital, Annamalai University	Attitudinal study in medical teaching
12. Dr. Roseline Fatima William, Reader in Community Medicine	Rajah Muthiah Medical College & Hospital, Annamalai University	Common problems in slow learners in community medicine and their improvement
13. Dr. Kumaran alias Ramesh Colbert, Assoc. Professor of ENT	PSG Institute of Medical Sciences, Coimbatore	Evaluation of the multiple choice questions in the question bank in the Department of ENT
14. Dr. T.K. Subba Rao, Assoc. Professor of Pathology	PSG Institute of Medical Sciences, Coimbatore	Utility of slide projection system in teaching microscopical slides for II MBBS students in Pathology
15. Dr. B. Premalatha, Lecturer in Oral Pathology	Mahatma Gandhi Dental college & Hospital, Pondicherry	Identification and improvement of learning outcomes in slow learners of I Year BDS students
16. Dr. R. Shakila, Lecturer in Prosthodontics	Mahatma Gandhi Dental college & Hospital, Pondicherry	OSPE into practice with I year BDS students at Mahatma Gandhi Dental college & Hospital, Pondicherry

17. Dr. B. Mohanty, Assoc. Professor of Biochemistry	Mahatma Gandhi Medical College & Research Institute, Pondicherry	To find out the curricular and extra- curricular factors hindering the academic progress in slow achievers in I MBBS students of Mahatma Gandhi Medical College & Research Institute, Pondicherry
18. Dr. B.A. Ramesh, Asst. Prof. of Surgery	Mahatma Gandhi Medical College & Research Institute, Pondicherry	Use of OSCE for MBBS students in General Surgery
19. Dr. M. Balamurugan, Asst. Professor of Pathology	Mahatma Gandhi Medical College & Research Institute, Pondicherry	Effects of SPMP on III MBBS students
20. Dr. Raji Sharma, Assoc. Prof. of Anaesthesiology	Pondicherry Institute of Medical Sciences, Pondicherry	Introducing the skills of basic life support in the fourth and final year students
21. Dr. R. Nathan, Asst. Professor of Paediatrics	Pondicherry Institute of Medical Sciences, Pondicherry	Introduction of multiple choice questions for formative evaluation of undergraduate students.
22. Dr. John Christudhas Lalji, Assoc. Professor of Anatomy	JIPMER, Pondicherry-6	Effectiveness of microteaching in the improvement of teaching skills
23. Dr. Latika Sahu, Asst. Professor of Obst. & Gyn.	JIPMER, Pondicherry-6	To set up an MCQ bank on Obst. & Gyn. for undergraduate students
24. Dr. Murali Krishna Reddy, Sr. Research Officer	JIPMER, Pondicherry-6	Incorporation of some valid Pharmacy skills in Pharmacology curriculum
25. Dr. Ranjit Sukumar, Sr. Resident in Surgery	JIPMER, Pondicherry-6	A study to identify factors contributing to poor academic performance in Undergraduate students belonging to additional batch.
26. Dr. P. Narayanan, Sr. Resident in Paediatrics	JIPMER, Pondicherry-6	Formulation of specific learning objectives (SLO) for each individual clinical class in Paediatrics Clinical Posting of Fifth Semester
27. Dr. Sumit Kumar Roy, Sr. Resident in Pathology	JIPMER, Pondicherry-6	To compare the effectiveness of Problem based learning versus conventional lecture classes as teaching method.

## **ANNOUNCEMENT**

51<sup>st</sup> National Course on Educational Science & Technology is scheduled  
from 12<sup>th</sup> – 21<sup>st</sup> September 2005.

JIPMER will subsidize lodging and  
learning resources.

Travel and Boarding costs have to be borne by the participants or  
their sponsoring institutions.

Admission is restricted to the first  
24 applicants (not exceeding  
three per college).

For further information and application please send email to:  
nttc@rediffmail.com or krs@jipmer.edu

## BOOK POST - PRINTED MATTER

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