

**CENTRE FOR HEALTH PROFESSIONS EDUCATION  
SRI BALAJI VIDYAPEETH**



**Programs and Courses offered  
in Health Professions Education  
at Sri Balaji Vidyapeeth (Deemed –to-be University)**

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**PGDHPE Program and Courses 2019-20**

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

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## DEFINITION OF KEY TERMS

1. **Program:** Program refers to the entire period of study, leading to the degree. PGDHPE is normally **one year** program carrying 26 Credits
2. **Courses:** Courses, or sometimes called papers, refer to the blocks of studies/program conducted during the year. Courses are generally classified as Core Courses, and Elective Courses. Elective Courses may be Core Elective or Open Elective.

PGDHPE program includes four modules out of which first three modules correspond to three **Core courses** C-1: Teaching & Learning; C-2: Assessment and Evaluation; and C- 3:Curriculum and Management; These are mandatory for all. The fourth module has one Core Elective in the form of a mini-project (mandatory for all), and three Open Electives (Educational Research/Simulation Pedagogy/Educational Guidance, Counseling & Wellness) out of which any two may be selected.

3. **Academic Year:** The PGDHPE follows non-semester pattern of one year usually October -September Cycle in sync with other Allied Health Sciences Programs
4. **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 in India.
5. **Credits:** A Unit by which the course work is measured. It determines the number of hours of instruction required per week. Credits are awarded based on the following rationale.  
Engagement in direct instruction 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 of leads to One Credit. This may involve library work, assignments, observation/critiquing of mini-teaching, practice teaching, project work, web discussion, portfolio writing, field work, or any such activity supporting the course study.
6. **Credit Point:** It is the product of grade point and the number of credits assigned for a

course.

7. **Letter Grade and Grade Point:** Two methods of grading are used in higher education system: Relative Grading or Absolute Grading. The relative grading is based on the distribution (usually normal distribution) of marks obtained by all the students of the course and the grades are awarded based on cut-off marks or percentile. Under the absolute grading, the marks are converted to grades based on pre-determined class intervals. This system is followed by SBV which practices joint assessment (by internal and external experts) in the summative exam.
8. **Heutagogy Model:** It refers to a model of learning in which the learners are self-determined and pursue collaborative learning. They are responsible for what they should learn and how they should learn within the scope of the program.
9. **Portfolio:** It is comprehensive 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.

## **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 across all health profession disciplines, viz. medical, dental and nursing and allied health sciences. These were Post Graduate Diploma in Health Professions Education and M Phil in HPE. The aim of these programs is 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 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.

The planning and designing of the PGDHPE is based on extensive need assessment and consultation with the stakeholders before launching the first batch in 2014-15. However, the curriculum has been evolving and getting enriched every year thanks to the feedback received from our students, alumni and regular review by the Board of Studies and Academic Councils.

### **The Need Assessment and origin of the PGDHPE Program**

The starting of PGDHPE program in Health Professions Education in 2014 was a bold step taken by the SBV. Such a program was almost non-existent in the Health Sciences Universities in India. The following factors were considered while launching this program.

Consultations were held with key stakeholders including administrators, educational experts, teachers and potential students regarding the desirable outcomes of such a new program, structure of the program and the deliverables which can contribute to the candidates’ career enhancement. What emerged out from the discussions was that, PGDHPE followed by M Phil program was the need of the day for the following reasons.

1. Though the need for skill enhancement and professional development in health sciences has been stressed from time to time by various Committees and Commissions in medical education, there

are very few opportunities available for improving skill or qualification in education. The medical and dental faculty start their career in teaching without any kind of preparedness.

2. MCI has made the Basic Course Workshops in medical education offered by the recognized Regional Centres, as a mandatory requirement for all medical teachers. Advanced Course in ME have also been launched in Nodal Centres notified by the MCI for training the trainers. However, the basic course workshops of three days duration are not adequate for teachers who want to specialize in teaching. The Advanced Courses are too few in number considering the large number of faculty members who need to be trained for running basic course workshops. Even international fellowship programs such as Foundation for Advancement of International Medical Education and Research (FAIMER), a non-profit organization under ACGME, USA, are too few and floating. Hence PGDHPE one year program introduced by SBV can be a trend setter to effectively cater to the needs of such faculty who would like to specialize in education.
3. It is increasingly recognized that medical education is a specialized field in its own right. There is no provision for special qualification or training for members of the curriculum committee, the task forces for IQAC and the administrators of examination who need educational expertise in crucial aspects like instructional designing, curriculum planning and implementation, assessment & evaluation, quality assurance and accreditation. Faculty Development has been considered as the corner stone for academic excellence. Besides, a grounding in educational research is also a much needed intervention. Discipline Based Educational Research (DBER) is indeed a new emerging field which can be strengthened only through longitudinal program such as PGDHPE.
4. Another perhaps most important lacuna in the existing health delivery system is the lack of leadership, team work and communication across the cadres. This is partly due to the silos formed by various regulatory agencies. What is grossly missing is the inter-professional approach to the training which can be addressed by an interdisciplinary program such as PGDHPE. This program can break the silos by virtue of its program enrolment policy, which is open for medical, dental, nursing and allied health science faculty.
5. PGDHPE, M Phil and Ph D are conceived as a seamless blend of programs within the ambit of Choice Based Credit System of UGC/NAAC which is hailed as a single most important reform in higher education in general.

With above considerations in mind SBV launched a unique Certificate-PG Diploma-M Phil program starting from the year 2014. Since the program was not in the ambit of any regulating agency, SBV followed the pathway of Choice Based Credit System, a reform which has been hailed nationally and internationally for its merits of access, flexibility, quality and sustainability which are the mantra for any educational system.

## **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 and professionals for the future.
2. To support Faculty Development Programs and scholarship in medical, dental, nursing and allied sciences education for supporting quality assurance
3. To ensure career enhancement of teachers by developing skills, and empowering them to become future leaders across health profession.

## **PROGRAM OUTCOMES (PO)**

At the end of the one year PGDHPE program, the PG Diploma holders will be function effectively as:

**PO-1 Teachers, instructors, and managers** of learning in large group, small group and virtual environments

**PO-2 High quality assessors and evaluators** skilled in conducting diagnostic, formative and summative evaluations using multiple tools, techniques and observations

**PO-3 Curriculum planners and administrators** who can lead institutes to plan and implement innovations in curriculum and facilitate internal Quality Assurance and accreditation by external agencies

**PO-4 Critical thinkers** capable of analysing evidence based information for pursuing educational projects relevant to their setting

**PO-5 Professionals** serving as team workers, leaders and change agents in bringing transformation in the spirit of inter-professional education

**PO-6 Participants and facilitators** for designing, assisting and collaborating in Faculty Development Programs within their institutes and beyond.

**PO-7 Mentors, guides,** educational counsellors and wellness advocates

**PO-8 Advocates of Information and Communication Technology** including e-learning, online learning, use of simulations and other modalities.

**PO-9 Self-directed learners, capable of planning and documenting their leaning experiences and reflections in the form of e-portfolio,** which will be a part of their formative and summative learning.

**The PGDHPE One Year Program consists of seven(7) courses which are organized in four (4) modules, each of three months (12 weeks). The first three modules include three core courses. The fourth module consists of one core elective (educational project), besides three elective courses out**

of which only two can be chosen.

## **COURSE OUTCOMES (CO)**

### **MODULE – I**

### **COURSE 1 TEACHING AND LEARNING**

#### **Course Outcomes (CO)**

At the end of course / module on Teaching Learning, the learner should be able to

CO 1.1 Apply systems approach to education and appreciate that education is a dynamic system interacting with environment
CO 1.2 Explain the concepts of Vision, Mission, Values; Goals, Aims & Objectives and relate these concepts with their institutional context
CO 1.3 Differentiate between teaching and learning. Understand the theoretical aspects of teaching and learning derived from educational psychology and various schools of thought (especially, Behaviourism, Constructivism and Social learning theories)
CO 1.4 Identify adult learning principles and suggest their educational implications; Differentiate among the terms, pedagogy, andragogy and heutagogy.
CO 1.5 Differentiate between objectives and outcomes; Become familiar with writing objectives using various taxonomies and approaches used in a competency driven, outcome based framework.
CO 1.6 Become familiar with Group Dynamics and its utility in conducting small group techniques, in the context of PBL and CBL
CO 1.7 Practice various teaching skills (including lesson planning) for handling large groups, including successful demonstration of microteaching
CO 1.8 Develop skills in using individual self-directed learning methods including E learning, distance learning, blended learning, Seamless learning; develop e-resources, become familiar with learner centric MOOC.
CO1.9 Make effective use of media including projected and non-projected aids, and multimedia aided by web-based resources, including simulation and standardized patients

## **MODULE II**

### **Course 2– Assessment and Evaluation**

At the end of course / module on Assessment and Evaluation the learner should be able to

CO 2.1 Differentiate between the terms measurement and assessment, assessment and evaluation; identify the purpose, types of assessment, formative vs summative assessment, Internal assessment

CO 2.2 Understand the principles of evaluation, and explain the attributes of tools used in evaluation (with reference to Reliability, Validity, feasibility, objectivity); Utility of evaluation

CO 2.3 Be familiar with competency based assessment; linking competencies with modalities of evaluation

CO 2.4 Develop skills in making effective use of various types of questions/other tools for comprehensive assessment of students Objective Structured Clinical Examination, Objective Structured Practical Examination Structured, Mini-CEX, DOPS, Oral Examination, Mini Multiple Personality Interview;

CO 2.5 Develop skills in framing MCQs testing higher cognitive ability, pre-validation, post-validation of MCQs, item analysis and question banking

CO 2.6 Develop skills preparing test blueprints, question paper setting, scoring, grading, analyzing results and standard setting

Understand the meaning of the term authentic assessment and be familiar with and be able to implement authentic assessment methods during formative evaluation (summative evaluation is excluded presently because it is under tight regulatory control).

CO 2.7 Apply the principles of evaluation to strengthen post graduate evaluation keeping mind the competencies such as research skills, professionalism, assessment of soft skills, newer assessment tools, WPBA Vs conventional, Portfolio, logbook, Multi-Source Feedback (360\*)

## **MODULE III**

### **Course 3- Curriculum and Management of Education**

At the end of course / module on Curriculum and Management of Education, the learner should be able to

CO 3.1 Define curriculum, identify its component, its determinants and types (Formal, Informal, intended curriculum, taught & assessed curriculum, hidden curriculum;

CO 3.2 Discuss various models of curriculum /development, types and framework  
Enumerate the process and steps in designing curriculum (MDN, ABC) – curricular determinants; undertake curriculum mapping.

Realize the importance of hybrid curriculum in contextual situations.

CO 3.3 Critically appraise the medical, dental and nursing curricula in India, Choice Based Credit System of UGC, MOOC platforms, achievements and challenges ahead

CO 3.4 Compare curricula in HPE across the globe and understand the concept of equivalence and international standards

CO 3.5 Understand and apply the principles and process of Quality Assurance and accreditation with special reference to NAAC and other regulatory bodies

CO3.6 Address managerial issues in HPE: Leadership, Communication, Resource management,time management, stress management and conflict management

CO3.7 Appreciate the need for value additions in curriculum, integrated curricula, inter-disciplinary and trans-disciplinary approaches to curricula

CO3.8 Gain insight into policy, governance and administrative aspects of a Health Sciences University, the structure and functioning of various statutory bodies, handling of malpractices, grievance matters

CO3.9 Recognize the need and pathways of professional development of teacher; Recruitment, appraisal, and career enhancement, evaluation of teachers: self, peer and student, role of Faculty Development and recharging strategies

#### **MODULE -IV ELECTIVE COURSES AND CORE ELECTIVES**

**This module has four Courses including one core elective and three electives embedded into it**

#### **Course 4 Core Elective – Educational Research Project (Mini-project)**

At the end of the course, the fellows will be able to

CO4.1 Identify an educational problem which they face in their workplace

CO4.2 Formulate a research question, review literature, plan an intervention strategy, and submit a report including recommendations for implementation

Note: This is individual project (2 credits) to be completed in a time frame of three months and the report should be submitted at the time of final viva exam.

### **Course 5 Simulation Pedagogy**

At the end of the course, the fellows will be able to

CO5.1 Identify the need and rationale for simulation, drawing from theories

CO5.2 Be familiar with different kinds of simulators and mannequins, differentiate between low fidelity and high-fidelity simulators

CO5.3 Acquire knowledge and skills to set up a simulation lab and run workshops for training faculty

CO5.4 Make effective use of standardized patients for training undergraduates in medical, nursing and allied disciplines in communication skills and other soft skills

CO5.5 Develop soft skills viz., team work and communications skills using games and role play

### **Course 6 Educational Research**

At the end of the course, the fellows will be able to

CO6.1 Appreciate the need for educational research, difference between educational research and other types of research; The role of Quantitative research methods, Quantitative research methods and mixed methods in health science education

CO6.2 Identify the steps of conducting educational research, viz., selection of topic, review of literature, preparation of protocol and writing a research question

CO6.3 Design and conduct surveys, psychometrics, and qualitative approaches including, observations, focus group discussion, depth interviews, case studies and

rapid appraisal
CO6.4 Develop skills in collecting, analyzing, and interpreting qualitative data
CO6.5 Acquire skills in publishing educational research findings keeping in mind the publication ethics

<p><b>Course 7 Guidance, counselling and student wellness</b> At the end of the course, the fellows will be able to</p>
CO7.1 Recognize the role of guidance and counselling
CO7.2 Apply the best practices of Guidance and counselling in mentoring students
CO7.3 Identify institutional strategies and best practices for guiding slow learners and advanced learners.
CO7.4 Appreciate the concept of wellness with salutogenic focus for planning student wellness program that incorporates Yoga and other techniques

## MAPPING PROGRAM OUTCOMES WITH COURSE OUTCOMES

<b>Mapping Program Outcomes with Course Outcomes</b>											
PO No.	CO No.	Specific (CO) Course Outcome Numbers									
1	← 1	CO-1.1	CO-1.2	CO-1.3	CO-1.4	CO-1.5	CO-1.6	CO-1.7	CO-1.8	CO-1.9	
2	← 2	CO-2.1	CO-2.2	CO-2.3	CO-2.4	CO-2.5	CO-2.6	CO-2.7			
3	← 3	CO-3.1	CO-3.2	CO-3.3	CO-3.4	CO-3.5	CO-3.6	CO-3.7	CO-3.8	CO-3.9	
4		CO-4.1	CO-4.2								
5	← 5	CO-5.1	CO-5.2	CO-5.3	CO-5.4	CO-5.5					
6	6	CO-6.1	CO-6.2	CO-6.3	CO-6.4	CO-6.5					
7	← 7	CO-7.1	CO-7.2	CO-7.3	CO-7.4						
8	←—————↑										
9											

**Note: Many of the program outcomes (from PO 1 to PO7) will be achieved mainly from certain specific courses. However, PO-8 (Advocates of Information and Communication Technology) and PO-9 Self-directed learners, capable of planning and documenting their leaning experiences and reflections in the form of e-portfolio) will be achieved through continuous engagement in all courses**

## THE COURSE CONTENT AND SYLLABUS OF PGDHPE

The course content and syllabus of PGDHPE are focussed on achieving the course outcomes rather than prescribing a rigid syllabus. Unlike traditional courses, we follow heutagogy model in which the scholars work on a collaborative learning mode and workout a schedule of sessions which lead to course outcomes. The following scheme is only suggestive and not prescriptive. Dates and presenters are fixed by the scholars themselves on rotation in a voluntary basis.

### ABC Curriculum Design: A progressive, model in sync with Heutagogy

The PGDHPE has planned to use of Arena Blended Connected Curriculum design (ABC) as collaborative project for the batch of 2019-20, which is under progress. This is a unique effort to make students responsible for choosing one or more type of learning activity from among the six types – acquisition, discussion, practice, investigation, collaboration and production depending upon the best bargain between learning outcome and learning efforts/preferences of learners.

### Module I/Course - 1 Teaching and learning - 6 Credits (12 weeks)

Course Week	Session
	Course orientation – Ice breaking; Appreciative inquiry; Teaching Vs Learning Portfolio; Working in interdisciplinary teams
1a	Education - Systems approach
1b	Characteristics of Vision, Mission, Goals, Aims & objectives
2a	Taxonomies and comparison of taxonomies of different HPE
2b	Taxonomy and Writing learning outcomes
3a	Educational Psychology & theories of learning
3b	Principles and maxims of teaching and learning for competencies - Pedagogy, Andragogy, Heutagogy.
4a	Teaching Learning Principles

4b	Adult Learning Principles.
5a	Competencies in HPE (Domains/ WFME/Quality chasm)
5b	Comparison of Core competencies (ACGME/ Australia/ CANMED/IMG of vision 2015) Formulating Objectives to achieve competencies
6a	Large Group Teaching Methods & Class room management
6b	Group dynamics & Small Group Teaching methods
7a	Problem based learning (PBL as a method), Problem oriented/Case Based learning, flipped classroom
7b	Group work on PBL
8a	Learning styles & types (VARK); Right &Left brain orientation
8b	Individual Learning methods + Newer Methods of students engagement (E learning, distance learning, blended learning, Seamless learning)
9a	Developing learning resource material using different media. Instructional aids – types, uses, selection, utilization, Projected and non-projected aids, multimedia
9b	Utilising informatics/ web2-google forms
10a	Simulation, Standardized patient (SP), Field Work. Video- Tele-conferencing; immersive learning etc.
10b	Group work
11a	Instructional design: Planning and designing the lesson, writing lesson plan: meaning, its need and importance, formats. Lesson Plan group work ;
11b	Micro Teaching introduction
12a	Micro Teaching practice session
12b	Micro Teaching practice session



## Course -2 Assessment and Evaluation 6 Credits (12 weeks)

Course week	Session
1a	Terminologies used in evaluation & overview
1b	Principles of evaluation
2a	Tools of assessment related to taxonomy
2b	Qualities of assessment (Reliability, Validity, feasibility, objectivity)
3a	Norm & criterion referenced
3b	Formative vs Summative assessment, Internal assessment
4a	Long Answer Questions, Short Answer Question Principles
4b	Multiple Choice Question, Extended Matching Items Principles
5a	Objective Structured Clinical Examination, Objective Structured Practical Examination
5b	Structured Oral Examination, Mini Multiple Personality Interview
6a	Blue Printing, Question bank
6b	Post validation MCQ (item analysis)
7a	Post validation Essay question
7b	Post validation SAQ, VSAQ
8a	Item response theory
8b	Projects as tools for evaluation including Educational research projects
9a	Administering tests, Scoring vs. Grading
9b	Automation in evaluation
10a	I - Methods of Standard setting
10b	II - Methods of Standard setting Normalization

11a	Requirements for post graduate evaluation, professionalism, assessment of soft skills, newer assessment tools
11b	Authentic assessment, WPBA Vs conventional, Portfolio, logbook, 360*
12	Regulatory Standards for evaluation
13	<b>Module II Course 2 Internal Assessment</b>

### **Module III Course – 3 Curriculum and Management of Education**

#### **6 Credits (12 weeks)**

<b>Course week</b>	<b>Session</b>
1a	National Medical Commission critical analysis – MCI Act 1956 discussion; DCI act
1b	Role of regulatory bodies in Health Professional Education (MCI, DCI, INC, UGC) Professional education, current trends and issues in HPE(NEET/UGC-MOOC/21 <sup>st</sup> century needs)
2a	Curriculum determinants-Educational policies and their influence on HPE – Flexner’s Report, GPEP Report, The Edinburg declaration, Geis Report, Bhore committee, Bajaj Committee, National Policy of education of health sciences, Yashpal committee report, Chada, Kartarsingh, Kennedy, Mudaliar, Mukherjee, Shrivastava committee report, Lancet, Vision 2015, NSDC report
2b	Social, economic, political and technological influencers of HPE in India

3a	Curricular models - principles and applications.
3b	Curriculum models, types & framework
4a	Process and steps in curriculum development (MDN, ABC) – curricular determinants
4b	Group work in curriculum designing
5	Move to Choice Based Credit System and Choice Based Semester System Curriculum; Credit transfers, Achievements and challenges.
6a	Curriculum mapping & framework
6b	Authentic curriculum – Intended, Taught, Assessed, Achieved
7	Curriculum - Critical evaluation – Medical, Dental, Nursing
8a	Global curricula – Comparison Health professional education- Global perspectives & Patterns of HPE – Across countries Russian, China, Malaysian
8b	Future directions for health profession education- Inter-professional, Incorporation of technology (MOOC, Simulation, Direct patient)
9	Quality control, Quality assurance, Quality improvement
10	Resource management - Time management, stress Management, Conflict Management
11a	Mentoring and feedback
11b	Preparation of professional teacher – roles & responsibilities; Educational activities in core competencies; Organizing professional aspects of teacher ; Evaluation: self, peer and student
12a	Structure of Universities, Faculty administration relationship, malpractice issues; Accreditation
12b	University Administrative issues with curriculum implementation – Approval channel, BOS, academic council, how frequently should it be done

13	<b>Module III Course 3 Internal Assessment</b>
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### **Module IV Course 4**

**Course 4 Core Elective – Educational Research Project (Mini-project)  
Outcome Based Project**

CO 4.1 Identify an educational problem which they face in their workplace
CO 4.2 Formulate a research question, review literature, plan an intervention strategy, and submit a report including recommendations for implementation
Note: This is individual project (2 credits) to be completed in a time frame of three months and the report should be submitted at the time of final viva exam.

### **Module IV Course 5**

**Elective Course – Simulation Pedagogy, 2 Credits (4 Weeks)**

<b>Course week</b>	<b>Session</b>
1	Why simulate? Dale’s Cone of experience; Simulation for different domains (Cognitive, Psychomotor & Affective)
2	Classification of simulators for psychomotor skills; Visit to Skills lab
3	Immersive simulation and attributes of high-fidelity simulation; Use of standardized patients for communication skills and other soft skills
4	Factors that impact simulation; Feasibility in own settings in India
	<b>Module IV Course 5 Internal Assessment</b>

**Module IV Course 6 (Elective) Educational Research 2 Credits (4 weeks)**

<b>Course week</b>	<b>Session</b>
1	Introduction to research; Types of research: Mixed Methods research; Difference between educational research and other types of research; Selection of topic, review of literature, preparation of protocol and writing a research question
2	Quantitative research methods
3	Qualitative research methods
4	Ethics, Plagiarism and Publication of educational research
	<b>Module IV Course 6 (Elective) Educational Research Internal Assessment</b>

**Module IV Course 7 (Elective)- Guidance, Counseling and Student Wellness**

**2 Credits (4 Weeks)**

<b>Course week</b>	<b>Session</b>
1	Guidance and counselling - Theory
2	Guidance and counselling - Practice
3	Student wellness - Yoga
4	Workshop for guiding SNACS/SNAPS
	<b>Module IV Course 7 (Elective)- Guidance, counselling and student wellness Internal Assessment</b>

## **TEACHING LEARNING ACTIVITIES**

The candidates for PGDHPE 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 teaching and learning by practicing teaching in a controlled setting. 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.

There is no limit to the methods, tools and techniques of teaching learning. The students are encouraged to use a wide range of teaching learning activities, primarily anchored on interactive Sessions held twice a week:

### **Plethora of activities**

- Group discussion
- Think-Pair-Share
- Buzz sessions
- Brain storming
- Individual and group tasks
- Case scenarios
- Demonstrations
- Role Play
- Quiz
- Assignments
- Microteaching
- Projects
- Self- study

Workplace based learning experiences such as attending CME, Journal Clubs, Seminars, Workshops and Conferences conducted by their respective departments or anywhere. 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.

Each course/module is further divided in to several topics (often sub-topics) and presented by the candidates in the form of bi-weekly sessions of two hours each, under the supervision of faculty and mentors, following a heutagogy model. These will be supplemented by double the number of self-study (eight hours/week) by the participants, devoted to the preparation and follow-up of the seminars besides other activities done in the workplace.

### **Direct contact teaching Bi-weekly sessions**

Participants are required to attend the weekly contact sessions in which, one or two participants will prepare a seminar/teaching session based on a pre-determined topic (topics or subtopic) for in depth discussion. This interactive session is the main anchor of all teaching learning experiences of the course. The ground work for the seminar/session will be done by the main presenters though self-study and an online discussion based on literature review. The actual presentation involves extensive discussion ably supported by the faculty who act as mentors. The performance of the presenter as well as the active participation of every participants count for the formative assessment.

### **Web-discussions and online forums**

The spirit of collaborative learning lies at the heart of PGDHPE and 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 as well as to capture the progress of candidates through reflection aided by mentoring and feedback. Each student shall maintain and submit a portfolio (electronic or printed) of his/her activities and achievements done in the course. The portfolio will have both teaching and learning elements and is assigned 64hrs =2 credits (50 marks). Portfolio is assessed internally.

The Teaching portfolio will contain

- A personal statement describing teaching goals for the academic year
- Documentation of all activities teaching, clinical, or research that can be linked to their

progress

- Reflection of achievements and progress and the way forward

The Learning portfolio will contain

- A collection of the participants' work and learning experience gained in the PGDHPE courses
- A reflective description of progress, achievements and competencies gained during the course 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.

### **Mini Project**

As mentioned earlier, every PGDHPE candidate is expected to complete a Mini Project based on the problem encountered in his/her routine teaching and suggest the modification for rectifying the same. The submission of project report is a mandatory requirement. Two credits (study time of 64 hrs) are assigned to the mini-project to be completed in 12 weeks. It is assessed jointly by the internal and external examiner.

## THE CREDIT NORMS FOR VARIOUS COURSES OF PGDHPE

<b>Courses and credit allocation for each Certificate Course leading to PGDHPE</b>			
<b>Modules</b>	<b>Course category</b>	<b>Course Title</b>	<b>Credits</b>
I 12 Weeks	Core Course	Teaching & Learning	6
II 12 Weeks	Core Course	Assessment and Evaluation	6
III 12 Weeks	Core Course	Curriculum and Management	6
IV 12 Weeks	Core Elective 12 Weeks Runs concurrently	Mini Action Research Project	2
	Open elective Any Two out of Three 4 Weeks each Total 4 Credits	Simulation Pedagogy	2
		Educational Research	2
		Guidance, Counselling and Student Wellness	2
Note: Portfolio mandatory for PGDHPE carries 2 Credits			
Total Credits required for PGDHPE including 2 credits for portfolio			26 credits

Contact sessions/seminars:  $4\text{h/wk} * 12\text{ wk} = 48\text{h}/16 = \mathbf{3Cr}$

Self-study:  $8\text{h/wk} * 12\text{ wk} = 96/32 = \mathbf{3Cr}$                       **Total = 6Cr**

The fourth Module offers a core elective in the form of action research oriented mini project pursued by the candidate with 64 hours of self- study (2 credits). This becomes a part of the viva conducted for the final exam.

Each elective has 2 credits –  $2 \times 2 = 4$  credits

Contact sessions/seminars: 4h/wk x 4 wks = 16h/16 = **1Cr**

Self-study: 8h/wk x 4 wks = 32h/32 = **1Cr**

**Summary of Credit calculation for PGDHPE:**

Credits for four Courses = 24 Credits (including 2 credits for mini-project)

Portfolio - 2 credits

Overall credits = 26 Cr

<b>Table: Credit calculation for PGDHPE</b>			
<b>Module 1</b>	<b>Module 2</b>	<b>Module 3</b>	<b>Module 4</b>
<b>Teaching and learning</b>	<b>Assessment and Evaluation</b>	<b>Curriculum and Management</b>	<b>Elective 1</b>
Contact sessions 4hr/wk x 12 wks3credits Self –study hrs 8hrs/wk x 12 wks3credits <b>Total - 6 credits</b>	Contact sessions 4hr/wk x 12 wks3credits Self –study hrs 8hrs/wk x 12 wks3credits <b>Total - 6 credits</b>	Contact sessions 4hr/wk x 12 wks3credits Self –study hrs 8hrs/wk x 12 wks3credits <b>Total - 6 credits</b>	4hrs/wk x 4 wks1credit Self-study hrs 8hrs/wk x 4 wks1credit <b>Total – 2 credits</b>
			<b>Elective 2</b> 4hrs/wk x 4 wks1credit Self-study hrs 8hrs/wk x 4 wks1credit <b>Total – 2 credits</b>
Summative Theory exam with 4 papers; Paper 1: 80 + 20 (Internal)marks Paper 2: 80 + 20 (Internal)marks; Paper 3: 80 + 20 (Internal)marks Paper4: Three Sections Any two to be answered 40+40 = 80 + 20 (Internal)			
<b>Mini project with defense viva</b> Research Project 64 Hours of work = <b>2 credits</b> (Done concurrently with two electives) Assessed during Viva – 50 marks			

**Annual e-Portfolio - 2 credits**50 marks

**Total Marks = 500**

**Total Course credits =26 credits**

## **ASSESSMENT AND EVALUATION SCHEME OF PGDHPE PROGRAM/COURSES**

### **General Principles followed in the Program/Course Evaluation**

- **The assessment has a balanced weightage for both formative and summative assessments**
- **All the course outcomes are assessed at different stages using a combination of internal assessment (including peer assessment), project assessment, portfolio assessment and summative assessment of theory papers for each course combined with viva for assessing the mini-project.**
- **The general principles followed are use of multiple tools, and multiple observations at various points of time**
- **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**

### **Components of Assessment**

The assessment of PGDHPE includes both internal assessment at the end of each module used for formative/internal assessment and university exam at the end of one year.

### **Theory Exam**

- Theory will be assessed by 4 Question Papers, each paper carrying 80 marks (8x10 questions) (20 marks for internal assessment) and of 3 hours duration.
- The three papers (core course papers) will have 8 questions carrying 10 markseach
- The fourth paper on Electives will have three sections to cover the three Open Electives, viz., Simulation Pedagogy, Educational research and Guidance, Counselling and student wellness. Only two sections (4 Questions x 10 marks) to be answered depending upon the chosen elective.

### Practical/Viva Examination

The Project Report (2 credits) will be assessed by the external examiner (50 Marks) during viva exam.

### E-Portfolio

The e-portfolio (2 Credits) is assessed by internal assessment. (50Marks)

Includes both teaching and learning 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	$6 \times 8 = 48$
4	72	A+	8	6	$6 \times 8 = 48$
5	50	B	5	2	$5 \times 2 = 10$
6	80	O	9	2	$9 \times 2 = 18$
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 the examination

## MODEL QUESTION PAPERS

Course/Module/Paper 1: Teaching and Learning

Time :3 Hours

Marks :80

- 1) What is systems approach? Describe functioning of education as a system by illustrating your current assignment
- 2) Explain how you can apply the principles of group dynamics to bring desirable changes in an old and established institute.
- 3) Write down vision, mission and values for a new institute which you would like to establish among many competing institutes.
- 4) Write down any two principles of adult learning. Derive implications for using teaching and media to align with those principles.
- 5) What are the pros and cons of interactive teaching versus didactic teaching?
- 6) What are the advantages and challenges in introducing microteaching for the senior and junior faculty?
- 7) What are the challenges involved in large class setting? How can you bring interactivity in this setting? Enumerate the challenges and give practical tips.
- 8) How the new information technologies can be harnessed for a) effective teaching b) effective assessment? Cite examples.

## Model Question Paper

Course/Module /Paper 2: Assessment and Evaluation

Time:3 Hours

Marks :80

- 1) Distinguish between Measurement and Evaluation? Are they inclusive or exclusive?  
Justify your answer
- 2) What is the difference between criterion - referenced test and norm – referenced test?  
When do you use them?
- 3) Explain the relationship between reliability and validity of a test.
- 4) Which is the preferred tool of assessment in the following situations and why:
  - a) To assess communication skills of a resident
  - b) To assess the ability of student to synthesize information
  - c) To assess professionalism
- 5) Write some examples of flawed MCQ. Show what is/are the problem(s) in each case
- 6) Give an example of a good Long Answer Question? What steps do you take to see that it is assessed properly
- 7) What is Multiple Source Feedback? Why is it important? How to go about it?
- 8) What are the deficiencies in the PG assessment? Come out with suggestions to overcome the same

## Model Question Paper

Course/Module/Paper 3: Curriculum and Management

Time:3 Hours

Marks :80

- 1) Describe the steps of curriculum planning. How have you used these steps in planning your course?
- 2) What are the determinants of curriculum? How do you ensure that these determinants are considered while designing a new curriculum?
- 3) What is the role of Internal Quality Assurance Committee in revamping the curriculum?
- 4) Critically appraise the postgraduate curriculum in your discipline. What measures do you suggest if it has to be overhauled?
- 5) Explain the terms: Intended curriculum, taught curriculum, assessed curriculum and hidden curriculum. How do you tackle hidden curriculum?
- 6) What are the advantages of Choice Based Credit System (CBCS)? What are your suggestions to implement CBCS for UG training in your institute?
- 7) Do you find any connection between time and stress management? How can you deal with them as a combined strategy?
- 8) Describe the methods for meso level time management for your department.

## Model Question Paper

Course/Module/Paper 4: Open Elective Paper

Attempt any Two Sections in this paper. Each section carries 40 marks with 4 questions.

Each question carries 10 marks

Total time 3 Hours

### Section 1: Simulation Pedagogy

40 Marks

1. Define simulation. Draw the simulation cycle and describe its components.
2. Describe Kolb's experiential learning concept and analyse how it applies to simulation based medical education
3. What is meant by hybrid simulation? List its advantages and disadvantages. Give two (2) detailed examples of how hybrid simulation can be used in undergraduate medical education
4. Briefly describe the principles of good communication within healthcare teams and explain how it helps to avoid errors in healthcare delivery

### Section 2: Educational Research

40 Marks

1. How is educational research different from biomedical research? Give examples to support your statement.
2. Based on your routine teaching formulate two research questions. What research method(s) you would adopt to answer these questions?
3. What is IMRAD structure? Write a structured abstract of an article (250 words) which you plan to write for an educational journal.
4. When do you use the following tools for collection of data  
a) Questionnaire    b) Likert Scale, and c) Focus Group Discussion

### **Section 3: Guidance, Counseling and Student wellness**

1. What are the key differences between guidance and counselling? Describe how you would use guidance and counselling for a group of low achievers
2. Bring out the differences between mentoring and counseling? How do you counsel students who have been compelled to join medicine or dentistry (MBBS/BDS) by parental pressure and finding it difficult to cope up with the studies?
3. Explain how the Departments of Medicine, Psychiatry, Medical Education Unit and Centre for Yoga (CYTER) can come together and start an integrated program for UG/PG students for stress management at University level?
4. Explain any four strategies that could be taught for students seeking academic guidance.

## LIST OF RECOMMENDED BOOKS

1. A Practical Guide for Medical Teachers. Dent JA & Harden, RM (3<sup>rd</sup>Ed). Churchill Living Stone, Elsevier,2009
2. ABC of Learning and Teaching in Medicine 2<sup>nd</sup>ed. Cantillon& Wood,2010
3. Assessment in Medical Education: Trends and Tools.Sood R, Paul VK, Mittal S, Adkoli BV, Sahni, P, Kharbanda OP, Verma, K., Nayar U.(eds). New Delhi: KL Wig CMET, AIIMS,1995.
4. Basic Methods of Medical Research. Indrayan A (1<sup>st</sup>Ed),2006
5. Communication Skills in Clinical Practice. Sethuraman KR (1<sup>st</sup>Ed) Jaypee Brothers, 2001
6. Educational Handbook for Health Personnel. Guilbert JJ (6<sup>th</sup>Ed). WHO,1987
7. How to read a paper GreenHalgh T,2000
8. Medical Education Principles and Practice. N. Ananthkrishnan, K.R. Sethuraman, Santhosh Kumar (Ed) (2<sup>nd</sup>Ed). Alumni Association of NTTC, JIPMER,2000
9. Medicine PG Dissertations Step by Step Approach. Ananthkrishnan N. United India Periodicals Pvt Ltd.2013
10. Objective Structured Clinical Examination. Sethuraman KR (2<sup>nd</sup>Ed). JaypeeBrothers, 1999
11. Principles of Assessment in Medical Education. T. Singh &Anshu (Ed) (1<sup>st</sup>Ed). Jaypee Brothers,2012
12. Principles of Medical Education. T. Singh, P. Gupta, D. Singh. Jaypee Brothers,2013
13. Teaching for Better Learning: A Guide for Teacher of Primary Health Care Staff. Abbat FR. WHO,1992
14. Teaching Made Easy. Kay Mohanna, E. Cottrell, David Wall and Ruth Chambers, (3<sup>rd</sup>Edn). Redcliffe Publishing Ltd.2011
15. Text Book of Communication and Education Technology for Nurses. Neeraja KP (1<sup>st</sup>Ed). Jaypee Brothers, 2011
16. The Art of Teaching Medical Students. Bhuiyan PS, Rege N, Supe AN (eds)(3<sup>rd</sup>ed). Elsevier, 2015
17. Understanding Medical Education Evidence, theory and practice. Ed. Tim Swanwick Wiley – Blackwell (ASME),2010

18. What is not taught in Medical Colleges. Shekar KS &Srinivas DK. Prasaranga, RGUHS, Bangalore,2011

### **LIST OF 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](http://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

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