“Medical Teacher” - A Cool Job?--An Insight into Faculty Stress & Changing Scenarios of Medical Colleges.

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Introduction

• The word “Doctor” derives from the Latin docere, meaning “to teach”, and underscores the value attributed to transmitting knowledge to patients, students and physicians in training, and the wider society by joining the profession.(1)

• In 1835, first medical college was started in Kolkata. In 2020, the country had nearly 542 medical colleges training up to 80,055 students.

• The number of Medical Colleges mushrooming up is unstoppable, but at what cost?
Discussion

• Apart from the core area of Teaching, a faculty work is also assessed based on contribution made in Clinical work of patient care, Research publications, Administrative work for many inspections & accreditations paper work round the year which are very much needed for recognitions, rankings & scores, which are undoubtedly, the very important tasks in today’s competitive world for overall progress & management of human resources.

• But the burning question is-“Are we or the system too much fascinated with Quantitative Data or the numbers at the cost of the Qualitative data or the quality improvement?”

• On teaching front, there has been significant changes including the recent changes during August 2019 which emphasised on a competency-based curriculum. The edge is on having cognitive, psychomotor and affective domains when compared to the cognitive domain of previous curriculum.

• The changes of CBME(Competency Based Medical Education) was sadly in parallel with “Online Medical Classes” due to the Covid-19 Pandemic in 2020-21, adding the fuel to the fire of faculty stress.

• The findings of one of the recent study conducted in Bengaluru concluded that-“the teaching of newer curriculum demands more teacher to student’s ratio; and recommended increasing the faculty by at least 3 times.
• The capacity of students is built when they spend quality time with the teachers and care should be taken that the teachers are not fatigued during the process.

• **Burnout**, which includes emotional exhaustion, depersonalization (experiencing people as objects), reduced empathy, and a diminished sense of personal accomplishment in one’s work is widespread among faculty (2), in many parts around the world.

**Conclusion**

• A medical college teacher in India has to do multiple roles of a classroom teacher, a clinician cum instructor, a clinical supervisor, a student facilitator cum mentor, a researcher with good publication output, a postgraduate dissertation guide, a conference delegate/speaker and an undergraduate/postgraduate examiner. (3)

• Time management becomes a problem in face of restricted remunerations. The possible solutions may come out after training, retraining, faculty development programs, possible encouragements, perks & detailed research studies both qualitative & quantitative, into these areas of intricacies of changing medical education policies.
References:

