

Editorial

Empowering Medical Educators: Insights from the 2025 Faculty Development Training at Janaki Medical College

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Background

In the ever-evolving landscape of medical education, the role of faculty development has become increasingly pivotal. Faculty development programs are not merely beneficial; they are essential. Recognizing this, Janaki Medical College (JMC) in Janakpur, Nepal, has taken commendable strides to enhance the pedagogical skills of its educators. Department of Medical Education,

Janaki Medical College recently concluded its highly anticipated 2025 Faculty Development Training (FDT) for six days, an initiative that has undoubtedly strengthened our institution's commitment to nurturing exemplary medical educators. The 2025 Faculty Development Training program stands as a testament to JMC's commitment to fostering educational excellence amidst challenges.

Under the leadership of Prof. Dr. Jitendra Kumar Singh, Head, Department of Medical Education, a Faculty Development Training was arranged for the first time in the last two decades of Janaki Medical College. The FDT organizing committee was formed with a lot of hope and enthusiasm and included Assoc. Prof. Dr. Satyam Prakash, Assoc. Prof. Dr. Lokeshwar Chaurasia, Assoc. Prof. Dr. Robin Pratap Shah, Mr. Rakesh Thakur, Mr. Pramod Mani Subedi, and Mr. Bisheshwar Yadav as FDT organizing committee members.

The Chairman of Janaki Medical College, Mr. Om Prasad Pandey, the chief guest, Prof. Dr.

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Mohan Raj Sharma, Dean IOM, TU and the special guest, Prof. Dr. Jagdish Prasad Agrawal, former Dean, IOM, TU, conducted the opening session on 3rd January, 2025. The Google form was used to enrol a total of 30 individuals from the basic, clinical, and nursing faculties in this training program. The resource persons in the training were from different reputable national and international medical educationist.

Elevating Teaching Competencies

The 2025 training program at JMC was meticulously designed to address contemporary challenges, opportunities in medical education and to enhance teaching-learning strategies. A pretest was administered to each participant. The first two-day sessions led by Prof. Dr. Jagdish Prasad Agrawal covered topics such as learning styles, feedback skills, communication skills in medical education and self-directed learning, how to evaluate clinical and practical abilities, and the construction of OSCE/OSPE stations. Assessment, a critical component of medical education, was given particular attention. Workshops on Objective Structured Clinical Examinations (OSCE) provided hands-on experience in designing and conducting assessments that accurately measure clinical competencies. Such initiatives not only enhance the reliability of evaluations but also ensure that students are better prepared for real-world clinical scenarios [1]. Educators were guided through principles of outcome-based education, emphasizing the importance of clearly defined learning objectives and competency-based assessment methods. Discussions centred on formative and summative assessment strategies, providing faculty with practical tools to evaluate student progress effectively and provide

constructive feedback. This is particularly vital in medical education, where the stakes are high, and accurate assessment directly impacts the quality of future healthcare professionals [2].

Sessions on the use of audio-visual aids in the teaching and learning process were led by Prof. Pradeep Vaidya, a former assistant dean of the IOM at TU. One of the main goals of the engaging sessions was to include technology into the educational process. Participants were explored with innovative strategies for utilizing digital platforms, simulation tools, and virtual reality in teaching anatomy, physiology, biochemistry, microbiology, pharmacology, community medicine and clinical skills. This focus aligns with the growing recognition that technology-enhanced learning can significantly improve student engagement and comprehension, particularly in resource-constrained settings like ours where access to cadavers or sophisticated lab equipment might be limited for all students [3]. In addition, Prof. Vaidya took an educational session about the existing exam system of Institute of Medicine and online distant learning. Also, he addressed sessions on the concepts of microteaching, simulation, and the skill laboratory.

Ethical conduct in healthcare encompasses a range of values and behaviours that demonstrate a commitment to honesty, respect, accountability, and ethical decision-making [4]. Prof. Dr. Rakesh Kumar Pandit, Head, Department of Surgery, Madhesh Institute of health sciences took a spiritual session on Ethics in Medical Education. Ethics plays a fundamental role in healthcare, guiding medical professionals in delivering patient-centered care. Patient-centered care places the patient at the core of healthcare

decisions, considering their preferences, values, and goals [5].

Assoc. Prof. Dr. Lokeshwar Chaurasia, Department of pharmacology, Janaki Medical College led a discussion on the fundamentals, elements, and strategies of lesson planning. A practical session on practice and feedback on the lesson plan was also conducted by him. Establishing the learning objectives, creating the learning exercises, coordinating the learning objectives with the curriculum, assessment, and learning activities, and making sure that seating arrangements maximize participation. Learning experiences for students should provide feedback, practice opportunities, and active engagement [6].

An online interactive session on the duties and obligations of medical teachers was conducted by Prof. Dr. Rano Mal Piryani of Liaquat University of Medical Sciences (LIMHS), Pakistan. Prof. Dr. Pathiyil Ravi Shankar of the IMU Centre for Education at IMU University in Kuala Lumpur, Malaysia, led another online session on preparing medical students for upcoming health care issues. Two sessions on interactive teaching and presentation skills were also attended by Associate Professor Dr. Satyam Prakash, Department of Biochemistry, Janaki Medical College. Interactive teaching involves interchange of ideas between teachers, students and the lecture content which refers to increased discussion among the participants and their active involvement to facilitate learning and encourage the learners to learn more effectively [7]. Additionally, Dr. Prakash highlighted owning key presentation skills is not always set in the nature of the individual, but can be developed with effort in a particular direction. Prof. Dr. Dipak Kumar Gupta, Dept. of Paediatrics conducted a lesson

on the principles, procedures, and application of task analysis.

Beyond technological integration, the program delved into crucial aspects of curriculum development, types and models which was highlighted by Associate Professor, Dr. Rajib Chaulagain, Madhesh Institute of Health Sciences, Janakpur. The 2025 training program at JMC focused on equipping faculty with contemporary teaching methodologies, assessment strategies, and curriculum development techniques. Drawing inspiration from the six-step approach to curriculum development, educators were guided through a structured process to design and implement effective medical curricula. This approach emphasizes the importance of needs assessment, setting goals and objectives, selecting educational strategies, implementation, evaluation, and feedback [8]. Correspondingly, Prof. Dr. Binod Kumar Yadav, Registrar took session on modern concepts and approaches in student counselling and supervision.

Prof. Dr. Jitendra Kumar Singh, Head, Department of Community Medicine, Janaki Medical College, led a discussion on contemporary ideas and methods for community-focused medical education. The former executive director of the National Centre for Health Professionals' Education (NCHPE), TU, IOM, Prof. Dr. Mandira Shahi, led several sessions on behavioural objectives, group exercises for goal-setting, teaching strategies and attitude assessment, role-playing as a teaching method, small-group discussion concepts and practices, and educational evaluation. She also discussed her sessions on creating and presenting the knowledge test's tools. She participated in microteaching activities as well, and all of the films of these activities were captured.

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Furthermore, the training underscored the significance of fostering a supportive learning environment and promoting professional well-being among faculty. Sessions on communication skills, mentorship, and stress management equipped educators with strategies to enhance their interactions with students and colleagues, while also addressing the inherent pressures of academic life. The importance of creating a culture of continuous learning and mutual support among faculty members cannot be overstated, as it directly impacts both educator effectiveness and institutional growth [9].

Addressing Institutional Challenges

While JMC has made significant progress in faculty development, it has not been without challenges. But, by investing in faculty training, JMC aims to create a resilient educational environment where educators are empowered to deliver quality education despite external adversities. Such resilience is crucial for maintaining the institution's academic integrity and ensuring consistent student learning outcomes.

Looking Ahead

The 2025 Faculty Development Training at Janaki Medical College marks a significant step towards enhancing medical education in Nepal. By focusing on comprehensive faculty development, JMC not only improves its educational standards but also sets a precedent for other institutions facing similar challenges. Continued investment in faculty development is essential for the sustained growth of medical education in the region. As JMC navigates its path forward, its commitment to empowering educators will undoubtedly play a pivotal role in shaping the future of healthcare education in Nepal. We

hope for the continuation of such types of trainings and workshops regularly.

Conclusion

The 2025 Faculty Development Training at JMC was not just about imparting knowledge; it was about fostering a community of practice. The interactive sessions, peer-to-peer learning opportunities, and collaborative project work encouraged cross-disciplinary dialogue and the sharing of best practices. This collegial environment is crucial for innovation and sustained improvement in medical education, especially in institutions like JMC that serve diverse student populations and healthcare needs in our region.

With the cooperation of the college management, FDT organizing committee and participants, the six-day faculty development training was finished successfully on 8th January, 2025 under the guidance of medical education department. On the last day of training, Mr. Om Prasad Pandey, Chairman, Janaki Medical College distributed the training certificates among all the participants. The organizing team and management committee of Janaki Medical College gave mementos to all of the resource persons.

As we reflect on the success of this program, it is clear that investing in our medical educators is an investment in the future of healthcare. Empowering our faculty with the latest pedagogical tools, technological competencies, and a strong sense of professional well-being will undoubtedly translate into a more engaging, effective, and ultimately, a more impactful learning experience for our students. The insights gained from the 2025 Faculty Development Training will serve as a cornerstone for JMC's

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ongoing commitment to excellence in medical education, ensuring that our faculties are not only clinically competent, technically sound but also compassionate and adaptable healthcare academic leaders.

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