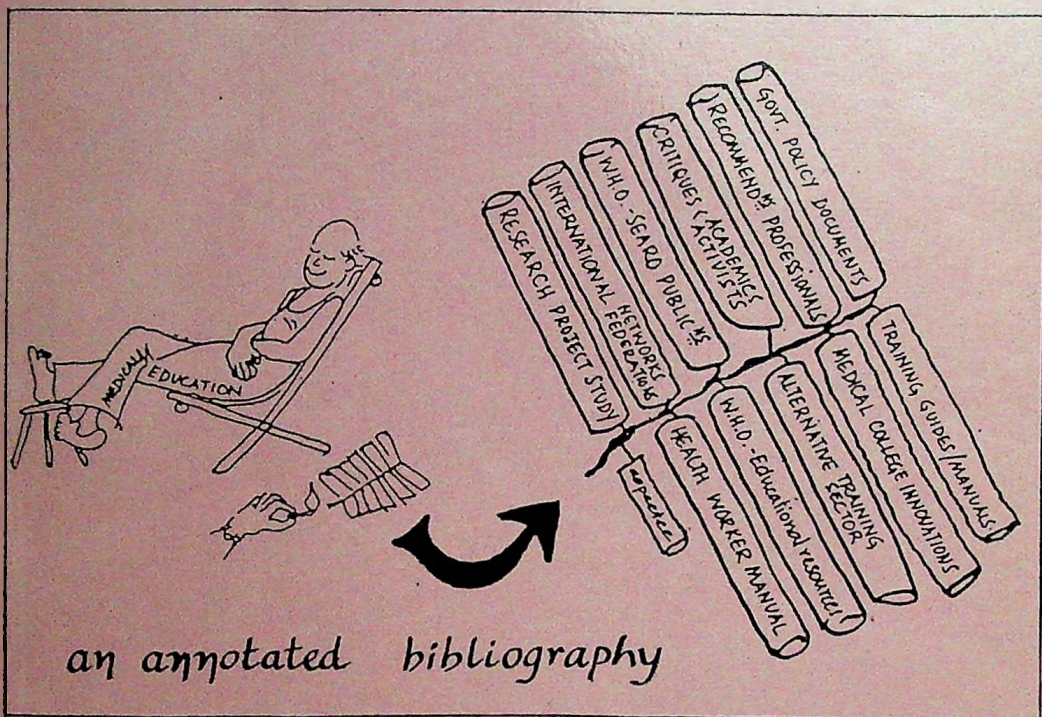


STIMULUS FOR CHANGE



a C.H.C. - C.M.A.I. - C.H.A.I. project

August 1993

This document may be freely quoted, circulated or reproduced, by all those who seek to initiate or further experiment in alternative appropriate education of health personnel. Please give reference to the source.

It is released in a spirit of solidarity with the ongoing search and commitment towards social relevance and community orientation in health action and training.

The Society would be glad to be kept informed about the ways and means by which this publication supports initiatives by different institutions and groups and the outcome of such efforts.

August 1993.
Bangalore

Community Health Cell

{The cover page cartoon symbolises the state of medical education (old man dozing) and the need for a 'cracker' of ideas to stimulate him into action}

STIMULUS FOR CHANGE

- An Annotated Bibliography

Compiled by :

Ravi Narayan
(Assisted by S. John)

[This annotated bibliography is a Sub-Unit of a larger study entitled

Strategies for Social Relevance and Community Orientation in Medical Education - Building from the Indian Experience"

which was conducted from April 1990 - December 1992]

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August 1993

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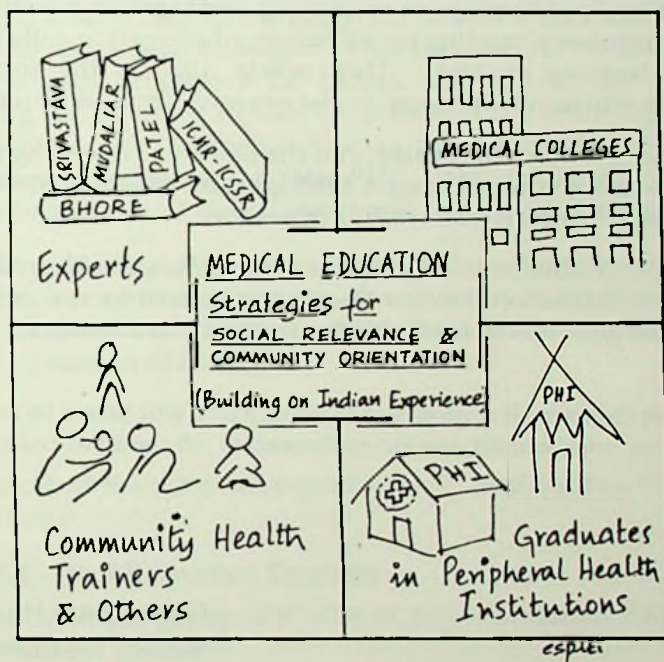
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A STIMULUS FOR CHANGE

Introduction

This annotated bibliography consists of 50 titles identified by the project "Strategies for Social Relevance and Community Orientation in Medical Education - Building on the Indian Experience" which was conducted by the Society for Community Health Awareness, Research and Action from March 1990 to December 1992. It is compiled as a 'stimulus' for all those who wish to be involved in exploring and participating in change, reform or reorientation of medical education in India, in the 1990s.

The project had aimed to tap resources and ideas from four key sectors - The expert sector; the professionals sector; the alternative training sector; and the graduates with primary health care experience sector. This bibliography draws upon resources from the first three sectors.



While most are based on Indian experience a few WHO publications and a few others have been included to make the 'stimulus' more comprehensive.

The compilation of resources includes government policy documents; Conference reports; training guides and Manuals of the government sector; recommendations of professionals associations and meetings; medical college innovations; critiques

of medical education by academics and activists with community health experience; reflections on evolving methodologies and some manuals from the alternative training sector, and some research reports and a few miscellaneous reports and publications. WHO-SEARO publications, some key educational resources of WHO and some international network and federations have also been added. A separate section includes 10 publications evolving out of the CHC Project.

The code used in the annotated bibliography is:

AN: Annotation Number;

AU: Author and Year;

TI: Title;

SO: Source of publication;

AD: Address of publisher or where to order or get the publication; and

AB: The annotation of the publication.

We have also given the number of pages and the cost wherever available.

These are all 'key' publications in each group and together constitute what we would consider 'compulsory' reading for all faculty of education cells in Medical colleges and health training centres. They would also be the nucleus of a 'health manpower education sections' in the current libraries of medical colleges.

This is only a selection of key titles, and the literature review by the project has also resulted in a more comprehensive bibliography which is included in a separate publication and consists of over 700 references.

A mimeographed, smaller version of this compilation was distributed for comments, at the Medical Educators Review Meeting organised by the project in June 1992. This final enlarged version incorporates suggestions from those who saw the earlier version

We hope that this small annotated bibliography will prove to be a useful stimulus particularly to '*medical education enthusiasts*' in medical colleges in the country.

August 1993

Community Health Cell
Society for Community Health
Awareness, Research & Action
Bangalore 560 034
Karnataka, India.

SECTION A

EXPERT COMMITTEE REPORTS AND POLICY STATEMENTS

AN 001

AU Group on Medical Education and support Manpower (Srivastava Report) GOI (1974)

TI Health Services and Medical Education - A programme for immediate action

SO Ministry of Health and Family Welfare, Government of India

AD Ministry of Health and Family Welfare, Nirman Bhavan, New Delhi 110 001

Pages: 49

Cost: Gratis

AB A very thought provoking and frank assessment of the situation of medical education and health care in the early 1970s and a very interesting framework of suggestions for urgent changes. This framework includes four aspects of reformative action-personnel for health services in the community itself; strengthening the Primary Health Centres and the training of health workers and health assistance (Swasthya Sevaks and Sahayaks); the development of referral services complex beyond the PHC; basic reforms in medical education and the establishment of the medical and health education commission.

Its chapter 7 on *Medical Education* is a must for all medical educators, to get a background to the need and urgency for change. It also helps to differentiate the focus on content and structure, from the equally important and necessary focus, on the process of change.

AN 002

AU Indian Council of Social Sciences Research and Indian Council of Medical Research (1981)

TI Health for All - An Alternative Strategy

SO Report of a joint study group of ICSSR/ICMR, Published by Indian Institute of Education, Pune.

AD Available form Voluntary Health Association of India, 40, Institutional Area (Near Qutab Hotel) New Delhi - 110 016

Pages : 262

Cost : Rs. 18/-

AB This report is the significant outcome of the joint study group constituted by Indian Council of Social Sciences Research and Indian Council of Medical Research which brought together doctors and social scientists to study the social aspects of medicine and suggest changes that would lead to the improvement of health status of the people. This is the third in a series of publications that was stimulated by the Srivastava report of 1975. The first is a set of four papers on alternative approaches to development of health (ICSSR) and the second a study of ongoing experiments to provide an alternative strategy (ICMR).

This is the third in the series, a document intended to initiate the nationwide debate on issues and the needs for an alternative strategy for health care. It is divided into five sections - The approach; supportive services; the general principles of the alternative model; some specific aspects of the alternative model and a final section on implementation.

Its chapter on *Personnel and training*, raises some very key issues in medical education reform as well as human power development for the alternative strategy. All medical educators should read this report so that they can understand 'alternative approaches' in the broader context of an alternative health care strategy.

AN 003

AU Medical Council of India (1982)

TI **Recommendations on Graduate Medical Education**

SO Booklet of Medical Council of India

AD MCI, Aiwan-E-Ghalib Marg, Kotla Road, New Delhi - 110 002.

Page : 43

Cost : Rs. 7/-

AB This is the latest, most current, set of minimum recommendations of the Medical Council of India on graduate Medical education adopted by the council in March 1981 and applicable to all medical colleges in the country. It covers all the key area of medical education: admission requirements; selection; duration of course; general aspects of curriculum; migration/transfer of students; Phase - I preclinical subjects; Phase II paraclinical/clinical subjects; Phase III - continuation of clinical subjects; appointments of examiners; professional examinations; internship; community health postings; medico legal work; teachers training facilities.

The preamble outlines the broad goals of medical education and two detailed appendices outline the curriculum in family planning; and the curriculum on social and preventive medicine including the framework for rural training in the compulsory rotating internship.

Though written in a some what adhoc style this booklet is a must for all medical educators not only to discover the broad direction but also the wide margins available for innovations even within the existing pre, para and clinical compartmentalisation and the framework of three phases of examinations. As of 1992 only a handful of colleges could claim to be actually following, even these minimum recommendations.

AN 004

AU Ministry of Health & Family Welfare, Government of India (1982)

TI National Health Policy

SO A Pamphlet of Ministry of Health and Family Welfare 1982/83

AD Ministry of Health and Family Welfare, Nirman Bhavan, New Delhi 110 001.

Pages : 17

Cost : Gratis

AB This is the key policy statement on Health of the Government of India (the first of its type from the Government since independence) which clearly enunciates the situation analysis and the major thrusts in health policy in the 1980s and beyond.

The policy statement starts with an introduction followed by a few paras on our heritage; the progress achieved; and the existing picture; and then has sections on the need for evolving a health policy - the revised 20 points programme; population stabilization; medical and health education; need for existing health personnel; phasing out private practice by governmental functionaries; practitioners of indigenous systems of medicine and their role in health care; problems requiring urgent attention; health education; management information system; medical industry; health insurance; health legislation; medical research; intersectoral cooperation and monitoring and review of progress.

The document also lists out the goals for health and family welfare programmes in 1985, 1990 and 2000 AD apart from providing data on current levels of achievements in these goals. An important reference document for medical educators to understand the context in which their efforts and initiatives must be located.

AN 005

AU Central Bureau of Health Intelligence (1985)

TI Compendium of Recommendations of various committees on Health and Development (1943-1975)

SO Compendium released by Directorate General of Health Services (1985)

- AD Central Bureau of Health Intelligence. Directorate General of Health Services, Ministry of Health and Family Planning, Government of India, Nirman Bhavan, New Delhi 110 001.

Pages : 338

Cost : Gratis

- AB This compendium includes the recommendations and summary of the Health Survey and Development Committee (Bhore) 1946; Health Survey and Planning Committee (Mudaliar) 1961; Committee appointed to review staffing pattern and financial provision under Family Planning Programme (Mukherjee) 1966; Committee on Multipurpose worker under Health and Family Planning (Kartar Singh) 1973; Report of the Group on Medical Education and support manpower (Srivastava) 1975; Report of the study group on Medical Care Services (Jain) 1966; apart from many annexures.

The chapters on professional education of Bhore Report and the Mudaliar Report cover areas such as Medical Education; Dental Education; Pharmaceutical Education; Education of Public Health Personnel; Training of Nurses, Midwives and Dais; Medical Research; All India Medical Institute; and Licentiate courses and Postgraduate Medical Education.

The Compendium is a very comprehensive resource book for Medical Educators exploring the basis of the existing national framework of health care and medical education and the history of its gradual development since independence.

AN 006

- AU Central Bureau of Health Intelligence (1986)

TI Medical Education in India

- SO A publication of DGHS

- AD Central Bureau of Health Intelligence. Directorate General of Health Services, Ministry of Health and Family Welfare (GOI) Nirman Bhavan, New Delhi 110 001.

Pages : 375

Cost : Gratis

- AB A very comprehensive compilation of the status of medical education in India 1984-85, including list of colleges and basic details; list of courses conducted by colleges; college reservation; facilities; admission rules and other related aspects.

Also includes information on research institutions conducting PG courses and a review of Dental education in 1984. It also provides annexures for admission rules to medical colleges in different states in India especially Andhra, Assam,

Bihar, Gujarat, Jammu & Kashmir, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Orissa and Tamil Nadu and the Centrally sponsored colleges.

A good reference book to understand the situation of medical education in India and the broad legal framework under which it operates.

AN 007

AU Bajaj, J.S., Singh, Harcharan, Ghai, O.P., Chaubey, B.S., Mehdi, Hassan and Ira Ray (1990)

TI Draft National Education Policy for Health Sciences.

SO I.J.M.E., Vol. 29, Nos. 1 & 2 (January - August)

AD Indian Association for the Advancement of Medical Education (I.A.A.M.E.) Office, Room No. 343, Maulana Azad Medical College, Bahadur Shah Zafar Marg, New Delhi 110 002.

Pages : 20

Cost : Rs. 40/-

AB This is the draft of the first National Education policy for Health Sciences which has been on the anvil since 1978 and after various versions and drafts (1979, 1981, 1984, 1986, 1987) finally was completed by a consultative committee under the chairmanship of Prof. J.S. Bajaj, Professor of Medicine, AIIMS, New Delhi and submitted to the Government in June 1989.

After a preamble, the policy document outlines the developments since the National Health Policy statement in 1983, then gives a situation analysis. It then states policy under the following key headings; Objectives, Goals, Educational strategies, Faculty Development, Health manpower development, Mechanisms of implementation, Linkages between health care delivery and education in Health Sciences, Practitioners of Indian systems of medicine and homeopathy, Medical education and medical research, resources and financial management, review mechanisms of NEPHS and the future.

An appendix to the draft document lists out the learning objectives for undergraduate medical education in three sub sections: i) Competencies, ii) Strategies for acquisition of competencies, iii) Knowledge to achieve above competencies.

AN 008

AU Medical Council of India (1992)

TI Draft Paper on Revised curriculum for Undergraduate medical education.

SO Report of the Committee appointed by the Medical Council of India under the Chairmanship of Prof. S.K.Kacker for reviewing the undergraduate medical education.

AD MCI, Aiwana-E-Ghalib Marg, Kotla Road, New Delhi 110 002.

Pages : 90

Cost : Gratis

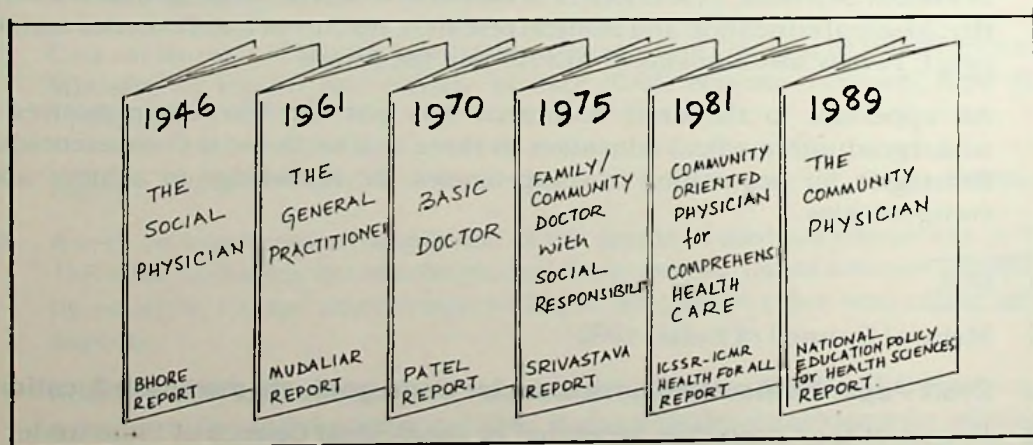
AB This is the most recent addition to Medical education literature in India and brings together in draft form the evolving thinking and recommendations on undergraduate medical education in the context of the urgent necessity to move towards a need based curriculum.

In section one, it outlines clearly the goals of medical education - national and institutional; then outlines learning objectives including teaching approaches: training period and time distribution.

In Section II, it lays down general instructional objectives and subjectwise curriculum in Phase I, II and III and also outlines aspects of clinical training schedule and internship objectives, methodology, skill development and assessment.

In Section III, it reviews wider related issues such as eligibility criteria, inter college migration, examination regulation and evaluation. It also stresses faculty development programmes as well as monitoring and evaluation of teaching programmes.

There is an important Annexure on an Alternative Track for a Professional career in Medicine leading to General Practice focussing on three subjects: Family Medicine, Maternal and Child Health and Community Medicine. Goals, Objectives and Skills for all three subjects are outlined. This document needs to be considered very seriously by all those who wish to experiment with greater community orientation in medical education.



KEY CONFERENCE / WORKSHOP REPORTS

AN 09

AU Government of India (1959)

TI Proceedings of the Medical Education Conference (1955)

SO Proceedings of the Medical Education Conference, held under the auspices of the Ministry of Health, Government of India, New Delhi (19 - 22 Nov. 1955)

AD Govt. of India, Press, Calcutta, 1959.

Pages : 326

Cost: Gratis

AB This is the proceedings of the first comprehensive national conference on medical education post-independence and brings together through the proceedings - both the salient features of the thinking of pioneer medical educators of the early fifties and identifies the special needs of the country in the context of the vision of India's development. It is a comprehensive record bringing together working papers, sub-group, sub-committee deliberations and the final recommendations. Nine out of the 12 chapters cover the key dimensions of medical education including pre-medical education and entrance requirements; selection of students; curriculum hours; subjects requiring special emphasis in internship; examination or assessment; selection of teachers, condition of service and whole time principal, electives and the need for an association of medical colleges of India. It is a must for all those who wish to understand the logic and rationale of the well established framework of Indian Medical education and its special features as outlined by the post independence pioneers.

Appendix 1 lists out the key resolutions of the conference which form the basis of the Medical Council of India Recommendations.

Appendix 4 on the field internship, Appendix 5 on the syllabus of Preventive and Social Medicine, and Appendices 10 and 12 on Integrated teaching are essential reading for medical education enthusiasts.

Finally three WHO documents 1) Medical Education in South Eastern Asia - An Analytical Study, 2) Development of Paediatric Undergraduate teaching in Medical Colleges in India, and 3) Some training aspects of India's medical manpower problems are comprehensive reference documents [Appendix III (1) to (3)].

AN 010

AU Indian Medical Association (1966)

TI Third World Conference on Medical Education - 1966

SO Souvenir of the Third World Conference on Medical Education on the theme - 'Medical Education - factor in socio-economic development' sponsored by World Medical Association, World Health Organisation, Pan-American Health Organisation and Indian Medical Association in New Delhi, November 1966.

AD IMA House, Indraprastha Marg, New Delhi 110 002.

Pages : 300

Cost : Gratis

AB This report is added to the bibliography, primarily because two types of resource materials are available in the compilation of articles for the souvenir. i) The first type are short reports and reflections on Medical Education in diverse countries such as El Salvador, Ethiopia, Ghana, Ireland, Norway, Sweden, China, South Africa, Venezuela and USA. ii) A few contributions on the situation of some aspects of Medical education in India around mid sixties which includes: Medical manpower needs for a comprehensive health care in India (K N Rao), Education research in the preparation of Doctors for Rural Areas (Carl Taylor), Experiments in the training of doctors for rural areas (K G Koshi at CMC-Vellore), Medical Education, Undergraduate and PG (recommendations of IMA) and a rather allopathically biased report on 'Quackery in India'. The Indian reports give a comprehensive overview of the thinking on Medical Education in India in the mid 1960s.

AN 011

AU Centre for Population and Health Management IIM, Bangalore (Conference Convenor: Dr. Ashok Sahni) 1977

TI Social Aspects of Medical Education in India

SO Proceedings of the Conference on Social Aspects of Medical Education in India, organised on Nov. 17-19 1977 at St. John's Medical College, Bangalore by IIM, Bangalore.

AD Indian Institute of Management, Bannerghatta Road, Bangalore 560 076.

Pages : 115

Cost : Gratis

AB This is a collection of key presentations at the above conference which provides a birds' eye view of the key issues involved in Social Aspects and Social Relevance in Medical Education. The conference recommended key issues for policy - medical manpower requirements, development of new curriculum for training of health services personnel and financing of medical education.

Among the papers included in the report, the papers on Development of New curriculum for delivery of health services in India (by Vijay Kumar and Chuttani, and also Madhavan Kutty), medical manpower requirements in India, demand and supply (C.M. Francis and Ashok Sahni), a review of Community Medicine teaching at All India Institute of Medical Sciences, New Delhi (L M Nath) are good stimulus for medical education enthusiasts. It also includes a comprehensive review article on Medical Education in India by Dr. Timmappaya - founder Director of National Institute of Health Administration and Education, New Delhi.

AN 012

AU Medical Council of India (1982)

TI **Conference on Medical Education and Health Care (Dr. B.C.Roy Centenary Celebrations, March 1982)**

SO Medical Council of India, Conference Souvenir, 1982

AD MCI, Aiwan-E-Ghalib Marg, Kotla Road, New Delhi 110 002.

Pages : 340

Cost : Gratis

AB A collection of speeches at a national conference on the theme of Medical Education and Health Care organised by Medical Council of India as part of the Centenary Celebrations of Dr. B.C. Roy, one of the greatest medical education and health care pioneers of post independence India. The Souvenir brings together speeches on a diverse range of topics including Medical Facilities for the Masses; Law in Medicine; Role of Education in Health Care; Relevance of Basic Sciences to Medicine; National Health Programmes and the role of the medical profession; General education and medical education; General practice as a speciality; National Medical Education Policy; Role and integration of Health Education in Health Care; Medical manpower requirements; Problems of Postgraduate medical education etc. Suggested changes in Medical curriculum - structure, admission requirements, reorientation of teaching of Anatomy and some problems pertaining to Housemanship are other interesting reflections. All of them are however empirical and somewhat rhetorical, being inputs in a general conference not specifically focused on arriving at key recommendations, which makes interesting background reading only.

The annual report of MCI for 1981-82 and a series of annexures give a comprehensive picture of the objectives, function and focus of MCI activities in the country.

AN 013

AU Central Health Education Bureau (1979)

TI **Integration of Health Education in Medical Curriculum - Report of the National Workshop, January 1979.**

SO A CHEB report

AD Central Health Education Bureau, Directorate General of Health Services, Kotla Road, New Delhi - 110 002.

Pages : 95

Cost : Gratis

AB This report of a National workshop, organised by the Central Health Education Bureau as part of a WHO sponsored project, recommends the integration of health education in theory and practice within the existing curriculum of medical education. Making a significant departure from the orthodox consideration of health education as part of the PSM curriculum it locates the challenge of health education in preparing medical students to be good communicators with their patients in the future vocation so that their advice to patients is both 'therapeutic' as well as 'education based'. Apart from the key recommendations of the workshop the report also brings together sample objectives of health education in different subjects taught in the medical curriculum. It also presents the key findings of a study done by CHEB on the present status of health education in the medical colleges in India.

AN 014

AU Indian Academy of Paediatrics and WHO (1987)

TI **Child Health and Manpower 2000 AD - A Workshop report and recommendations**

SO AN IAP publication available with their Central Office

AD Dept. of Paediatrics, Maulana Azad Medical College, New Delhi 110 002.

Pages : 143

Cost : Gratis

AB This is a report of an important workshop organised by the Indian Academy of Paediatrics with two major objectives i) To define the manpower requirements of various categories of health workers at Primary, Secondary and Tertiary levels of child care by 2000 AD, ii) To assess the training programmes of different types of health workers with particular reference to competence and skills required for delivery of child health.

The sessions included manpower planning; manpower production and utilization; primary health care; nursing manpower and medical manpower.

The Medical manpower sessions explored the paediatric manpower needs; the status of paediatrics in undergraduate education; the ROME scheme; and continuing medical education. This is an important report by one of the few professional groups in the country committed to primary health care and the social orientation of medical care and the recommendation on paediatrics in graduate medical education need serious attention. Since child health is a major need in the country and is simultaneously a major blind spot in the existing medical education, this report is important reading for all medical faculty.

AU National Institute of Mental Health & Neuro Sciences (1988)

TI **Undergraduate medical education in Mental Health**

SO A publication of NIMHANS

AD National Institute of Mental Health and Neuro Sciences, Hosur Road, Bangalore 560 029.

Pages : 15

Cost: Gratis

AB This is a report of a workshop organised by NIMHANS in the context of the National Mental Health Programme, to examine the current status of undergraduate psychiatric education and to review the recommendations on curriculum made at a national workshop on undergraduate medical education in Mental health held at Pondicherry in December 1983. The report outlines the programmes of the workshop and list our the key recommendations that emerged in the deliberations. It also provides the recommendation that were made on the training in psychiatry by a committee on undergraduate psychiatric education, under the chairmanship of Dr. K. Bhaskaran.

Like paediatrics this is another rather neglected area but important in the context of community orientation.

**"The training of health services personnel
should be fully oriented to the people -
their social, cultural and economic
conditions and their health profile"**

- ICSSR-ICMR Health for All Report, 1981

TRAINING MANUALS - GOVERNMENT

AN 016

AU Ministry of Health and Family Welfare (1980)

TI Primary Health Centre Training Guide Part I - Training Methodology

SO Manual of Ministry of Health and Family Welfare, GOI

AD Ministry of Health and Family Welfare, Government of India, Nirman Bhavan, New Delhi 110 011.

Page : 65

Cost : Gratis

AB This Primary Health Centre Training guide was prepared by the Ministry for use by the staff of the PHC in training programmes conducted by them. This first part of the four volumes manual is a very good summary of the seven aspects of training that need to be considered in planning any programmes. These are organising the course; teaching the course; practical training in the clinic and field; using teaching aids; evaluating the course; follow up of trainees after the course; and continuing education and retraining.

The first part is very relevant for medical and nursing educators so that they keep these aspects in mind in their programmes and young doctors and nurses are sensitised to these training issues before they graduate. The other three parts will also be useful for all those involved in training of the Health Team for Primary Health care.

AN 017

AU Dhillon, H., Das Gupta, S., Krishna Menon, M.K. and Shah, P.M. (1983)

TI Hand Book for the Delivery of Care to Mothers and Children in a Community Development Block.

SO Produced by Ministry of Health and Family Welfare, GOI, through a WHO sponsored project.

AD Oxford University Press, Delhi. (Also from VHAI, New Delhi - See appendix)

Pages : 342

Cost : Rs. 13.50

AB This is a very comprehensive handbook on the challenges of mother and child care in a primary health centre of a community development block in India. It is designed for use of the PHC medical officers and to assist the training and

education of undergraduate medical students and interns. It is written jointly by three professors of Community Medicine, Obstetrics and Gynaecology and Paediatrics respectively and a Principal of a Nursing College. The project compilation was focused specifically to suit a course for maternal and child welfare and family planning and was presented to teams of professors of Obstetrics, Paediatrics and PSM from selected Medical Colleges in Ahmedabad and Trivandrum. 20000 copies were distributed as a pre-test to medical colleges and para medical training centres in the country. The hand book was evaluated in 1981 and an economical edition produced with a subsidy of the National Book Trust. It covers the whole topic through 9 chapters that were prepared in response to questions and issues such as: The community development block (the people you look after and how they live); how care is given to mothers and children (the work of the health team); your jobs as medical officer, clinician, teacher and manager; what you must know about mothers and children: the skills you must have; what you need to work with; health workers - their job responsibility and standing orders; teaching activities in the block; and where do I get more information.

A very practical resource book for field based Mother and Child Health teaching in the Indian context.

AN 018

AU Isaac, Mohan K. Chandrashekar C.R., and Murthy, Srinivasa R. (1985)

TI Manual of Mental Health for Medical Officers

SO National Institute of Mental Health and Neurological Science, Bangalore.

AD Director, NIMHANS, P.O. Box 2900, Bangalore 560 029.

Pages : 123

Cost: Gratis

AB This manual prepared by NIMHANS arises from over a decade of experience of integrating mental health care into the existing general health system. It describes how medical officers can implement a programme to train health workers from health centres - to identify people with illness and manage and treat them in the community supported by the PHC.

The manual covers a wide range of topics which include Brain and behaviour, Mental disorders - features, types, examination; major mental disorders; minor mental disorders; childhood mental disorders including mental retardation; epilepsy; treatment of mental disorders and implementation of mental health care at PHC level.

Four interesting appendices list out the responsibilities of the health worker; some key questions and answers for mental health education; some standard case record systems and a timetable for a short course on mental health for Medical Officers.

On the whole a very useful handbook on an important but neglected element of medical education.

AN 019

AU Ministry of Health & Family Welfare, GOI (1987) Ed - Indra Bhargava, Chandrama Anand and Swarna Bharadwaj.

TI Integrated curriculum on Human Development.

SO Ministry of Health & Family Welfare, Government of India New Delhi, 1987.

AD Ministry of Health & Family Welfare, Government of India, Nirman Bhavan, New Delhi 110011.

Pages : 160

Cost : Gratis

AB Realising that the current practice of teaching human development is not conducive, to give the medical student a comprehensive understanding of human development, which should form the basis of maternal and child health care oriented activities, the Mother Child Health Division of the Ministry of Health initiated in 1983, a process to prepare an integrated curriculum. By bringing together resource persons from the Anatomy and Paediatrics department of three leading medical colleges in India -Lady Hardinge, New Delhi, JIPMER, Pondicherry and Grant Medical College, Bombay, the curriculum was developed and a set of teaching slides were prepared. A series of peripheral workshops all over the country then oriented over 65 teachers from medical colleges in the country to this curriculum. This publication brings together the key features of this curriculum and all the key elements of the process through annexures. Section A reviews the present state and problem in the area of innovation in medical education; Section B outlines quite succinctly the newly emerging pedagogical perspectives in medical education; Section C outlines the objectives and contents of the integrated curriculum and the process of its evolution as well as the logistics for its implementation. Section D outlines the immediate and long term applications of the integrated curriculum on human development.

A very relevant example of the dynamics of evolving and implementing a innovation in medical education not just in one college but at a national level.

MEDICAL COLLEGE INITIATIVES

AN 020

AU National Teachers Training Centre, JIPMER, (1989)

TI **Manual for training on Concepts of Essential Drugs and Rationalised drug use.**

SO A NTTC manual

AD National Teachers Training Centre, JIPMER, Pondicherry - 605006.

Pages : 123

Cost : Gratis

AB Based on a training programme on Essential drugs and Cost effective prescribing, which was planned and organised for interns in JIPMER in 1986 and 1987, this manual has been prepared to share the multi disciplinary experiment conducted at JIPMER and make it available to other medical colleges in the country, to propagate the idea of rationalised drug use and the essential drug concept.

The manual covers six aspects of rational drug use viz., concept of essential drugs; drug combinations; irrational and rational prescribing; drugs utilization studies and prescribing behaviour; selection of essential drugs; and patients education in effective drug use.

Using case histories, examples and problems the manual attempts to make the whole training a problem solving exercise complimented by group discussions. This is a very good example of how multidisciplinary groups of medical college faculty can operationalise a socially relevant issue into a training module that becomes part of curriculum.

AN 021

AU CHAD - CMC, Vellore (1990)

TI **Teaching undergraduates Community Medicine through a Problem Solving, Community Based Approach**

SO Mimeographed booklet of Community Health Department, CMC, Vellore.

AD Christian Medical College, Vellore - 632002, Tamilnadu.

Pages : 58

Cost : Gratis

- AB This booklet gives an overview of the Vellore Model of training in Community Health and outlines the objectives, components, records and other key aspects of the four phases of training which includes Phase I - Community Orientation Programme for First Year MBBS (COP); Phase II - Community Health Programme for First Clinical Year (CHP - I); Phase III - Community Health programme II for Second Clinical Year (CHP-II); Phase IV - Internship period. It is a very practical handbook of ideas and guidelines for medical educators interested in increasing the community oriented or community based aspects of their training programmes.

AN 022

AU Consortium of Medical Institutions, India (1991)

TI Inquiry Driven Strategies for Innovation in Medical Education in India.

SO Published on behalf of the Consortium by AIIMS, New Delhi.

AD All India Institute of Medical Sciences, Ansari Nagar New Delhi 110 029.

Page : 101

Cost : Gratis.

- AB This report is the first collection of papers from a Consortium of medical colleges in India that was formed in 1988 along with the Department of Medical Education, University of Illinois, Chicago, USA. The four colleges are AIIMS, New Delhi, IMS-BHU-Varanasi, CMC - Vellore and JIPMER, Pondicherry. Supported by WHO-SEARO these four colleges have been meeting regularly to discuss the issues of relevance and share their research and initiatives in medical education. The process entitled 'Inquiry driven Strategies' has demonstrated the role of health services - research, context evaluation, need for planning in innovations and strategies for monitoring and implementing innovations.

Apart from papers on general issues and approaches, there are ideas of practical significance for all medical colleges faculty such as training in emergency care for undergraduates; integrated orientation programme for interns; block posting for community based teaching; studying faculty and student perception; restructuring examinations for Primary Health Care/ Health for All by 2000 AD context; identifying curricular deficiency and the concept of identifying core abilities in each subject.

A must for all faculty, interested in a structured process of change and its evaluation.

CRITIQUES OF THE SYSTEM / SITUATION ANALYSIS

AN 023

AU Banerji, Debabar (1985)

TI Health and Family Planning services in India - An Epidemiological, Social-Cultural and Political analysis and perspectives.

SO Lok Paksh, New Delhi

AD Lok Paksh, Post Box 10517, New Delhi 110 067.

Pages : 464

Cost: Rs. 300/-

AB This is a very comprehensive analysis of health services in India focusing particular on their social and political context. It is divided into six broad sections which include i) The Social and Political context of health services in India, ii) National Programmes, iii) Population growth and family planning, iv) Formation of primary health care services, v) Intersectoral programmes for health and vi) Health planning and alternative approaches.

Medical Education and health manpower development are discussed in Chapter 6 (Technological requirements and manpower development) and Chapter 26 (Health manpower development for primary health care). All the other chapters are however also very relevant to medical educators since understanding developments in a historical as well as socio-political context is crucial background for evolving meaningful change.

The book ends with an attempt to postulate a new framework for health care and manpower development emphasising the mosaic of socio-cultural, political, technological, managerial, epidemiological and sociological factors that determine it. This framework is referred to as a plea for a 'New Public Health'.

AN 024

AU Socialist Health Review Trust (1989)

TI Medical Education

SO Radical Journal of Health (A Trust Publication) March 1989 Volume III, No.4

AD Socialist Health Review Trust, 19th June Blossom Society, 60 A Pali Road, Bandra, (West), Bombay 500 050

Page : 48

Cost : Rs.8/-

- AB A special issue of the journal which presents a critical overview of various aspects of medical education including an editorial critique of what ails medical education; a review of who pays for medical education in India; a study on the political economy of international migration of Indian physicians to USA; a case study of undergraduate medical education in Pakistan; an appeal for an alternative medical education in South Africa that prepares doctors adequately for a post apartheid future; and critique of the history and curriculum context of preventive and social medicine in the undergraduate curriculum.

A good collection of thought - provoking articles which would stimulate medical college faculty to explore the wider links between medical education and society.

AN 025

AU Medico Friend Circle (1991) Ed Dhruv Mankad

TI **Medical Education Re-examined**

SO A Medico Friend Circle Anthology.

AD Centre for Education and Documentation, 3, Suleman Building 4, Battery street, Behind Regal Cinema, Bombay 400 039. (Also available from VHAI -see Appendix).

Pages : 214

Cost : Paper Back - Rs.35/-

Hard Cover - Rs.100/-

AB This book evolved out of numerous meetings and group discussions organised by medico friend circle, a national group of socially committed doctors and health workers who are working towards a health care and medical education more relevant to the poor and underprivileged in the country.

It includes a historical overview of 150 years of medical education followed by five articles that critique the present system - the pre-requisites for selection; the existing methodology of training; the teaching of community medicine; the social critique of PSM and the sociology and ideology of medical education. Various group discussion reports explore various ideas towards an alternative. Three articles are focussed on alternatives which include an approach to an alternative clinical syllabus; integration of traditional and modern medicine; and three innovative case studies from Nepal, Philippines and the New South Wales (Australia).

Chapter 13 is a compilation of all the ideas in the anthology into an alternative curriculum guideline, along the lines of the MCI 1981 guidelines making comparison easier. The last chapter reviews key developments towards an alternative, particularly in the 1980s and helps to locate the anthology in a wider context.

ALTERNATIVE TRAINING SECTOR - APPROACHES AND PERSPECTIVES

AN 026

AU Staley John (1982)

TI **People in Development - A Trainers Manual for groups**

SO A Search Publication

AD SEARCH, 291/26, 6th Main, 4th Block, Jayanagar, Bangalore 560 011.

Pages : 207

Cost : Rs.50/-

AB This manual for group training arose out of an experiment and experience in training apprentices for community development through SEARCH, a training organisation in Bangalore. It is intended; primarily for trainers who can accept the basic assumptions of the Search trainers which are outlined in the first chapter. It is written in a format, that allows it to be used as a resource book when designing training courses, and field experiences.

It covers various aspects of the process of training including getting started: early days; everyday; looking inwards - the group; looking where the group is; looking inwards - the individual; looking outwards - other people and society; looking ahead - creating a future; preparing to disperse.

It outlines a series of exercises that were part of the Search process of training and also gives some selected training papers as appendices. A very comprehensive resource book particularly enhancing the participatory, affective, interactive and experiential aspects of training.

AN 027

AU Staley John (1981)

TI **Monsoon : A simulation game.**

SO A Search Publication

AD SEARCH, 291/26, 6th Main, 4th Block, Jayanagar, Bangalore 560 011.

Pages : 51

Cost : Rs.35/-

AB This is a simulation game that focusses on the dynamics of poverty in an imaginary village in Karnataka. The participants of the game take the role of

farmers and experience the factors that determine the decisions that farmers and rural people take about various aspects of their life. Though it was designed for training development workers who had some experience of Indian village life it has now been played by participants of various training programmes in health and development including medical students and nurses. It is a good adjunct to a community based learning programme and helps 'medicos' to locate the importance or unimportance of health problems and 'health initiatives' in the overall dynamics of a villagers life. It locates the problem of malnutrition, leprosy, cholera, TB, measles, etc in the daily life of the villagers and also gives some orientation to the attitudes of villagers to solutions to these problems. Its strength lies in allowing the 'medico' to experience the 'problem' not just study it objectively. While there are now many such games, Monsoons is probably the oldest and most used, presently.

AN 028

TI A Hypothetical Community: Ooham District, India

AU Gelfand, Henry M and Sen Gupta S.K.

SO National Institute of Communicable Diseases, New Delhi.

AD Librarian, National Institute of Communicable Diseases, 22, Alipur Road, New Delhi 110 006.

Pages : 65

Cost : Gratis

AB This is an interesting reconstruction of a hypothetical district and a typical Primary Health Centre in India prepared for use by student groups who are attempting to get a picture of a typical public health service in the country. Constructed in 1965 from various available sources of data it provides a very comprehensive situation analysis of a typical district and all aspects of a typical primary health centre along with tables of data and appendices providing information such as estimated age/sex distribution of the population, duties of PHC staff, distribution of patients by age, sex, distance from clinic.

While the statistics may be outdated and in need of revision, the reconstructed simulated district information booklet is a good example of how simulations could be used to give students a realistic picture of the challenges and problems in community work. Similar booklets on the community, in any community oriented training programme would help generations of students to tackle the problems even in a classroom situation.

AN 029

AU Harner Ruth, Zelmer, Lynn A.C., Zelmer, Amy E. (1983)

TI A manual of learning experiences for use in Health Training programmes in India.

SO Voluntary Health Association of India. New Delhi.

AD Voluntary Health Association of India, 40 Institutional Area, (Near Qutab Hotel), New Delhi 100 016

Pages : 71

Cost : Rs.8.50

AB This book evolved out of the experiences of short training programmes and workshops carried out in many parts of India by staff members of the Voluntary Health Association of India. It documents many participatory learning exercises including small group discussions, case studies, role plays and structured learning exercises and simulations and educational games that have been field tested in the Indian situation and used by the VHAJ trainers. These exercises help to enhance the participatory and experiential aspects of training and would be as much of use to faculty of medical and nursing colleges as they have been to trainers of health workers, particularly as the 'community based' aspects of training are increasing in the medical and nursing curricula.

It highlights how to evaluate learning exercises, how to use them and how to make them. The exercise are offered in a format that allows trainers to adapt them to their own group needs.

AN 030

AU Sathyamala, C. Sundaram, Nirmala, and Bhanot, Nalini (1986)

TI Taking sides; the choices before the Health Workers.

SO Asian Network for Innovative Training Trust, Madras

AD ANITRA Trust, Post Bag 1404, 702-B, Shivalaya, 16, Commander-in-Chief Road, Madras 600 105, Tamilnadu

(copies also available from VHAJ, New Delhi, and CHAJ, Secunderabad - see Appendix)

Pages : 320

Cost : Rs.70/-

AB This book is focussed on rural health care and its goal is to help middle level workers in health care to develop a broader social and community perspective regarding their work. Based on numerous short and long term training programmes with middle level workers all over India, it looks at the day to day experience of these workers, and attempts to place this experience within a perspective of the existing socio-political realities.

Section I and II answer 18 common questions that health workers raise as they try to understand their work, for example why don't doctors work in rural areas? Why do people have faith in local healers? Why don't people implement simple health messages? and so on. Section III, gives a comprehensive perspective on the key components of primary health care and section IV provides a general frame work to start work and prepare for the challenges of rural work.

While focused on middle level workers training, this book/manual explores social perspective in a very thought provoking way using statistics and visuals quite effectively. Much of its contents would be of great relevance for incorporation as resource materials in community based training programmes for medical students and nurses, providing a wealth of information for group discussions and social orientation.

AN 031

AU Community Health Department, CHAI (1987)

TI Trainers Manual for Training Community Level Workers.

SO Publication of Catholic Hospital Association of India, Secunderabad.

AD Community Health Department, CHAI, Post Box No.2126, 157/6, Staff Road Gunrock Enclave, Secunderabad - 500 003 (Andhra Pradesh)

Pages : 48

Cost : Rs.7.50

AB This manual evolved out of the CHAI - Community Health department's field training experience in the early 1980's and also draws upon ideas from many training agencies and groups in India with which this team had contact. While the focus is on training community level workers, the philosophy behind the book is a good example of the new participatory, experiential style of training that has been evolving in the 'alternative training sector' in India. It also locates training in the new 'social paradigm' shift of medicine to health so that health work can be a process of people becoming aware of their rights and responsibilities and deciding on solutions and taking up collective actions to ensure justice.

For medical and nurse educators it could provoke them to think of new ways of evolving community based training programmes that are more sensitive to the participants perceptions and thereby indirectly enhancing the participants own sensitivity in working with the community.

AN 032

AU Babu Sylvia, Moses Vijayakumar, Benjamin, V., Charles, Bimal

TI Fiona - A Manual for the managers of community based primary health care projects.

SO A manual specifically directed to project managers of CMAI community based health care programmes.

AD CMAI, Plot No.2, A-3, Local Shopping Centre, Janakpuri, New Delhi 110 058.

Pages : 304

Cost : Gratts

AB This was a manual written for project managers of CMAIs integrated community based primary health care projects which consisted of a package of five resources: **F**amily planning, **I**mmunization, **O**ral rehydration therapy, **N**utrition of infants and vitamin **A** prophylaxis. Whatever, the readers reservations, about the selectivization of primary health care packages, the FIONA manual brings together ideas and approaches that go far behind the FIONA package and covers wider issues such as womens health; working in communities; getting to know your community; health education; management of minor illness; TB and leprosy and environmental sanitation. A special section on management training and support includes key components such as job descriptions, general principles of training; general principles of supervision; selection, training and support of community health volunteers; and management information system. The manual is practical, written in an easy language style profusely illustrated. It would help medical educators to understand the challenges and framework of primary health care so that they can locate their teaching inputs in that context.

AN 033

AU Voluntary Health Association of India, (1988)

TI Approaches to learning for health work

SO Health for the Millions (VHAI bi-monthly), April 1988, Vol No. XVI, No.2

AD VHAI, 40, Institutional Area, Near Qutab Hotel, New Delhi 110 016

Pages : 60

Cost : Rs.12/-

AB This is a special issue of the Bi-monthly publication of VHAI which bring together ideas on alternative approaches to learning evolved by voluntary agencies and other groups in the context of health worker training but equally relevant to all grades of health workers including doctors and nurses.

It reviews recent innovations in training; discusses the interphase between management and community health; examines use of simulation games; explores the training experience of Pachod, Chetna, CINI, and RUHSA- projects in the voluntary sector; emphasises the role of communication in training programmes; reprints David Werner's well known article on 'Health workers-Lackeys or liberators', and reviews the ICDS programme's training strategies. An interesting and stimulating special issue.

AN 034

AU Asian Community Health Action Network (1988)

TI Though a Glass, darkly.

SO Newsletter of ACHAN, LINK Vol. VII, No. 1, April-May 1988

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AN 034

AU Asian Community Health Action Network (1988)

TI Though a Glass, darkly.

SO Newsletter of ACHAN, LINK Vol. VII, No. 1, April-May 1988

AD ACHAN, Post Bag 1404, 702 B. Shivalaya, 16, Commander-In-Chief Road, Madras 600 105, Tamilnadu.

Pages : 28

Cost : Gratis

AB This was a special issue of a quarterly newsletter of the Asian Community Health Action Network focussed on medical education and participatory training and bringing together ideas and issues from the network.

This issue highlights the concept of participatory training; the relevance of medical education to primary health care in Bangladesh; some reflections on initiatives in India in moving the teaching in medical colleges beyond the teaching hospital; reflections of learning with the people; a case - study on participatory training from the DEEDS experiment; some snippets from ACHAN training workshops; a report on the training programme of the Asian Health Institute of Japan and a review of what the West still offers in the context of post-graduate training in health.

AN 035

AU Asian Community Health Action Network (1991)

TI Training for Social Change

SO Newsletter of ACHAN, LINK Vol. VII, No.1. April-May 1988

AD ACHAN, Post Bag 1404, 702 B. Shivalaya, 16, Commander-In-Chief Road, Madras 600 105, Tamilnadu.

Pages : 40

Cost : Gratis

AB This a more recent special issue which focusses on training for social change and includes articles on participatory training methodology and practice, current issues in training for development, some training workshop reports and a small note on the latest mfc anthology on medical education.

This issue of the newsletter is a good introduction to the new philosophy and approaches in training that are gaining ground in the voluntary sector and needs to be seriously reviewed and adopted by the orthodox medical education sector.

WHO-SEARO PUBLICATIONS

AN 036

AU SEARO, WHO (1988)

TI Re-orientation of Medical Education: The Rationale and Vision - A spring board for change.

SO SEARO, Regional Publication, No.18,Booklet 1

AD World Health Organisation, Regional Office for South East Asia, Indraprastha Estate, New Delhi 110 002.

Pages : 41

Cost : Gratis

AB This is the first of a series of publications of SEARO- WHO focussed on re-orientation of medical education (ROME) and is of great relevance to health planners, members of medical councils and professional associations. Deans, Principals and teachers of medical schools and practicing health workers.

It highlights the task and the vision ahead in six sections including the transformation of health care: the consensus about ROME: the stall in implementation; the social context of medical education: the spring board for action; and the role of WHO.

It then lists out the steps in implementing ROME including targeting for ROME: organisational development and management: monitoring and evaluation: health system research: educational reform and community involvement.

It has some interesting figures which help the readers to understand the 'conceptual' changes that are part of the evolutionary thinking for an 'alternative medical education'.

AN 037

AU SEARO - WHO (1988)

TI Reorientation of Medical Education- Goals, Strategies and Targets.

SO SEARO Regional publication No. 18,Booklet 2.

AD WHO, Regional Office for South East Asia, Indraprastha Estate, New Delhi 110 002.

Pages :101

Cost : Gratis

AB This is the second of a series of publications on Reorientation of Medical Education and after stating the evolving consensus on the goal for ROME in South East Asia Region, it outlines the areas for orientation, the direction of orientations, the strategies and the need for targeting for reorientation. It also highlights the indicators of reorientation and the role of research in medical education.

It lists out eight needs and direction of correction in focus on medical education and then very clearly outlines atleast eight types of 'curriculum change' objectives. It also stresses the need to modify student assessment procedures and criteria as well as modify and support administrative mechanism that can facilitate change.

In addition it provides definitions of community oriented education, community based curriculum, community based learning and problem based learning, quoting a previous WHO publication.

The booklet is a good resource to stimulate a faculty discussion on the subject.

AN 038

AU SEARO - WHO (1988)

TI **Reorientation of Medical Education - Indicators for Monitoring and Evaluation.**

SO SEARO Regional publication No. 18, Booklet 3.

AD WHO, Regional Office for South East Asia, Indraprastha Estate, New Delhi 110 002.

Pages : 19

Cost : Gratis

AB This is the third in a series of publication from SEARO- WHO on Reorientation of medical education. It outlines various indicators and targets to assess various aspects of the reorientation process which includes: formulation of medical education policy; development of a medical education system; establishment of a national coordinating mechanism; promotion and support of the medical education system development; educational programme reforms; mobilization of resources; monitoring and evaluating the ROME programme; intercountry cooperation; establishment of regional mechanism and support of international/ bilateral/multilateral agencies and non-governmental organisations.

The document is written in a format that can be used a self-assessment tool by teachers of a medical college to assess the level of reform in their own institution or department.

AU SEARO, WHO (1992)

TI **Reorientation of Medical Education - Guidelines for Developing National Plans for Action.**

SO SEARO, Regional Publication No. 18, Booklet 4

AD World Health Organisation, Regional Office for South East Asia, Indraprastha Estate, New Delhi 110 002

Pages : 18

Cost : Gratis

AB This is the fourth in a series of publications from WHO SEARO on Reorientation of Medical Education. While recognising that many schools in the SEARO region have been trying to move towards relevance in their efforts to respond to societal and community needs, the booklet notes that, 'no country in the region has an overall concerted national plan for reorientation of medical education involving all the schools in the country'. The booklet then attempts to assist national authorities in this endeavour by listing out the key steps involved in formulating national policies, strategies and plans of action for reorientation. The steps highlighted in the booklet are: formation of a National Committee; Situation Analysis; formulating, revising, reviewing the National Medical Education Policy; identification of strategies; preparing a National plan of action; and preparation of a detailed programme. Some questions and issues for consideration at each step are also included. Though geared primarily for national councils and health human power planners, many of the questions highlighted would even be of relevance to individual institutions to stimulate their faculty to think about reform more comprehensively.

GOALS OF MEDICAL EDUCATION SOUTH EAST ASIA REGION

THE GOAL FOR REORIENTATION OF MEDICAL EDUCATION IN THE SOUTH EAST ASIA is THAT BY THE YEAR 2000, ALL MEDICAL SCHOOLS IN THE REGION WILL BE PRODUCING, ACCORDING TO THE NEEDS AND RESOURCES OF THE COUNTRY, GRADUATE OR SPECIALIST DOCTORS, WHO ARE RESPONSIVE TO THE SOCIAL AND SOCIETAL NEEDS AND WHO POSSESS THE APPROPRIATE ETHICAL, SOCIAL, TECHNICAL, SCIENTIFIC AND MANAGEMENT ABILITIES SO AS TO ENABLE THEM TO WORK EFFECTIVELY IN THE COMPREHENSIVE HEALTH SYSTEM BASED ON PRIMARY HEALTH CARE WHICH ARE BEING DEVELOPED IN THE COUNTRIES OF THE REGION.

- WHO - SEARO
ROME Booklet No. 1

WHO EDUCATIONAL RESOURCES

AN 040

AU Guilbert, J.J. (1977)

TI Educational Handbook for Health Personnel.

SO WHO Offset Publication No.35.

AD Division of Health Manpower Development, World Health Organization, 1211 Geneva, 27, Switzerland.

Pages : 622

Cost : Rs.340/-

AB This is a very comprehensive educational handbook that has three specific objectives, which are to help readers to acquire the skills of :

- 1) Stating educational objectives in behavioural terms.
- 2) Planning a curriculum and selecting learning activities.
- 3) Constructing tests and measurement devices.

It has five chapters which cover educational objectives; planning of teaching / learning activities; evaluation; tests and measurement techniques and how to organise an educational workshop.

It is printed in a way that it can be used as a resource book as well as a self-instructional manual making it relevant for groups as well as the individual enthusiast.

AN 041

AU Abbatt, F.R. (1979)

TI Teaching for Better Learning - a guide for teachers of primary health care staff.

SO WHO, Publication.

AD World Health Organisation 1211 Geneva, 27 Switzerland.

Pages : 137

*Cost : 3.30
(Pound Sterling)*

AB Based on several workshops and field tested in two developing countries, Kenya and Papua New Guinea, this manual is primarily for teachers of health workers but is relevant for all types of trainers as well. Divided into four sections, the

manual tries to help each reader or groups of readers to develop skills in four key aspects of training/ learning. These are i) what should your students learn?, ii) how you can help your students to learn ?, iii) finding out whether your students have learnt, iv) preparing teaching materials.

The chapters are interspersed with visuals, examples, exercises and case studies, all of which can easily be adapted to the diversities of local realities. A five page glossary provides simple definitions for much of the jargon in medical/ health training and can serve as a check list for the trainers, to help them clarify their own understanding.

AN 042

AU Rotem, Arie and Abbatt Fred R. (1982)

TI **Self-Assessment for Teachers of Health Workers- How to be a Better Teacher.**

SO WHO Offset publication No.68.

AD World Health Organisation, 1211 Geneva, 27 Switzerland.

Pages : 60

*Cost : Rs.80/-
(from WHO-SEARO)*

AB This WHO publication is aimed at suggesting ways by which teachers can assess the effectiveness of their teaching; stimulating teachers to use these methods in monitoring their teaching on a regular basis and offering some specific suggestions that teachers may like to incorporate into their teaching.

It provides multiple check-list and self-assessment instruments and is a very practical book for all teachers who are committed to improving their own personal growth as teachers.

The chapters include issues such as what makes a good teacher: planning; communication; providing resources; counselling; assessment; continuing self-education; finding out from others; and evaluation instruments.

A practical book which would prove to be an important stimulus for improving quality of our education in medical colleges.

AN 043

AU Richards.R.and Fulop.T. (1987)

TI **Innovative Schools for Health Personnel.**

SO WHO offset publication No.102

AD World Health Organisation, 1211 Geneva, 27 Switzerland.

Pages : 106

*Cost : Rs.170/
(from WHO-SEARO)*

AB This is the report of a study of 10 schools belonging to the Network of community oriented educational institutions for the health sciences organised by WHO through its collaborating centre - the centre for educational development at University of Illinois, Chicago, USA. The main objective of the study was to determine 'to what extent these schools have undertaken community oriented and problem based medical education, and to ascertain in what ways and what degree the new approaches were affecting health care delivery, especially primary health care.

The study also tried to identify the successful and unsuccessful methods of curriculum development as well as the types of leadership that were responsible for developments in these institutions.

The 10 schools included a school each in Israel, Netherlands, Cameroon, Nepal, Philippines, New South Wales (Australia), Mexico, Canada and two in the USA. The annexures provide the detailed questionnaire (90 questions) that was used in the survey. A similar comprehensive study needs to be organised for the 6 - 7 pace-setter institutions in India and this study would be key reference point for such an initiative.

AN 044

AU Kantrowitz, Martin, Kaufman, Arthur, Mennin, Stewart, Fulop, Tamas, Guilbert, J.J. (1987).

TI **Innovative Tracks at established institutions for the education of health personnel.**

SO WHO offset publication No.101.

AD World Health Organisation, 1211 Geneva, 27 Switzerland.

Pages : 232

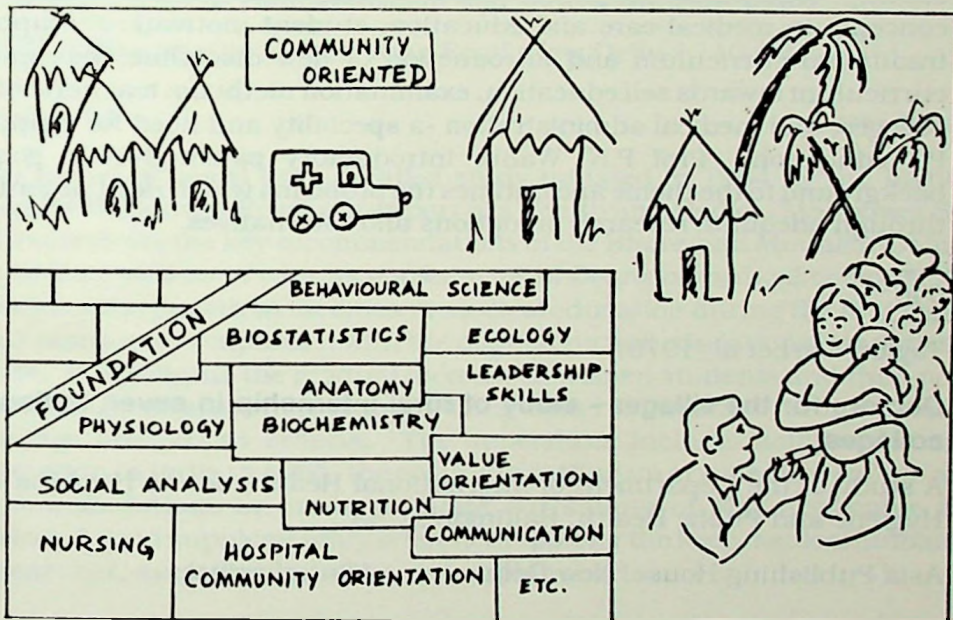
*Cost : Rs.390/-
(from WHO-SEARO)*

AB This book evolved out of a meeting in Alburquerque in October 1986 when 'Medical Educators from 5 different countries and eight institutions' met to discuss the 'innovative track strategies'. Through workshops and small group discussions they identified the reasons 'why an innovative track' could be a vehicle for change, and identified numerous strategies for implementing change. They also compared the experience of different institutions in areas such as 'getting started'; curriculum; overcoming resistance; admissions; personnel, programme evaluation and outcome. This book brings all these

discussion and findings together. It also then provides studies of 8 programmes.

An excellent stimulus for all those involved in change as well as all those who are skeptical about change in the 'orthodox medical schools'.

Also a good reference document for all medical colleges in India who have also tried to re-orient the educational system. This book would help them in documenting their own experience in a more methodical and rigorous framework so that ideas and innovations can be adopted more realistically by other colleges.



RESEARCH MONOGRAPHS

AN 045

AU Indian Council of Medical Research (1970)

TI **Research in Medical Education**

SO Technical Report Series No. 1 (ICMR - Division of Publications and Information)

AD ICMR, Medical Enclave, Ansari Nagar, New Delhi 110 029.

Pages : 82

Cost : Gratis

AB This ICMR technical report series brings together the working papers presented at an expert group meeting, constituted by ICMR in 1969 to discuss possible lines on which research in Educational methodology should be initiated in the country. It includes nine papers on a wide range of subjects including changing concepts in medical care and education; student motivation; reappraisal of traditional curriculum and introduction of new discipline; reorientation of curriculum towards self education; examination methods; teachers for medical colleges; and medical administration -a speciality and need for reappraisal in PG education. Prof P.N. Wahi's introductory paper gives a good initial background to the theme and outlines the problems which need urgent solution through adequate research on options and alternatives.

AN 046

AU Taylor, Carl, et al (1976)

TI **Doctors for the villages - study of rural internship in seven Indian medical colleges.**

SO A study of the Department of International Health, Johns Hopkins School of Hygiene and Public Health, Baltimore, USA.

AD Asia Publishing House, New Delhi. (Out of print)

Pages :197

Cost :Rs.40/-

AB This is a report of a very comprehensive study done by Prof. Carl Taylor and his team, on interns from 7 key medical colleges in India on their experience of rural internship and their perceptions about rural life, health problems, choice of future vocations etc., in the context of their experience.

The study used questionnaire, interviews, thematic aperception tests and other instruments for assessment of knowledge and attitudes. it also evolved a

framework of medical education from all this data, that would be more relevant for producing doctors for Indian villages.

It is probably the most comprehensive study on an aspect of medical education in the country but it is rather surprising, how little this study is known. Its findings need to be considered seriously by decision makers and all those who wish to change curriculum through feedback from the 'consumers' of medical education.

More than the findings it is the comprehensive and rigorous methodology used, which will be a good learning experience for the readers.

AN 047

AU Institute of Applied Manpower Research (1967)

TI Development of Modern Medical Education in India and Student wastage in Medical colleges.

SO Joint Study report of Institute of Applied Manpower Research and National Institute of Health Administration and Education, New Delhi.

AD IAMR, Indraprastha Estate, Ring Road, New Delhi - 110 002.

Pages : 73

Cost : Gratis

AB The report is based on a detailed study initiated in 1964 by the Institute of Applied Manpower Research as part of a Health and Medical Manpower Survey. It first reviews the key recommendations of the Bhore and Mudaliar Committee reports as well as of various conferences of Deans of medical colleges. It then analyses the growth in facilities in medical education during the first three Five year plans and compares it with the population and educational statistics in the State. It highlights the gradual increase in women students and then presents its findings on student wastage - using both real wastage (dropout) and time wastage (delays) as criteria. The appendices include facilities for medical education in India in 1965, the costing of setting up of a medical college and the recommendations on undergraduate curriculum of MCI applicable to that period. A good supplementary reference report for the keen medical manpower researcher, even though it is a rather old report.

MISCELLANEOUS

AN 048

AU Werner, David and Bowers, Bill (1982)

TI **Helping Health Workers learn - A book of methods, aids and ideas for instructors at the village level.**

SO A Hesperian Foundation publication.

AD Hesperian Foundation Post Box No.1692, Palo Alto, California 94302, USA.
(also available with VHAI, New Delhi.)

Page : 594

Cost : Rs.72/-

AB This is a book that evolved out of '16 years experience with a villager run health programme in the mountains of West Mexico'. It also brings together methods and ideas in teaching from atleast thirty-five countries in the world.

It is focussed on supporting a process that helps participating trainees of a health training programme to analyse problems and evolve alternative options for change rather than being told 'what to do and how to solve' a problem.

While focussing on health workers most of the ideas and methods are equally relevant for other grades of workers - including medical students and nurses especially when these are exposed to community realities in a community based phase of their training.

It uses 'visual communications' very effectively stimulating the trainer to be creative as well as helping the trainee to ask questions and get to 'experience' why.

It also demystifies medicine a great deal and is a companion publication to an earlier book by David Werner entitled 'Where there is no doctor'. It outlines approaches to planning and training and also gives a comprehensive list of methods of learning by seeing, doing and thinking.

AN 049

AU World Federation for Medical Education (1989)

TI **World conference on Medical Education- report (Edinburgh 7-12 August 1988).**

SO World Federation for Medical Education.

AD World Federation for Medical Education, .17 Teviot Place, Edinburgh. (Also refer I.J.M.E., Vol XXVII, No.3 Sept-Dec, 1988).

Pages :56

*Cost : 2.65
(Pound Sterling)*

AB A report of a very significant conference that lead to the evolution of the now famous 'Edinburgh Declaration' that has given very definitive direction towards 'altering the character of medical education so that it truly meets the defined needs of the society in which it is situated'.

The report presents the declaration; the background work in mobilising world opinion; the questions asked and the answers given and the 6 themes including education priorities, strategies, supporting resources, admission policies, educational linkages and integration of medical education within the health care system. Conclusion of the world conference on strategies for action, the path ahead, the next steps and the larger task and finally the main points from the key note addresses are also included.

A very important report which would help groups of faculty in medical colleges to build the required environment for changes among students and faculty by sharing a consensus of contemporary world medical opinion on the need for change.

AN 050

AU Centre for Population and Health Management IIM, Bangalore (1976).

TI Management Development Programme: Management of medical colleges.

SO Course material compilation for participants of the first course on Management of Medical colleges organised by Indian Institute of Management, Bangalore in Dec. 1978.

AD Indian Institute of Management, Bannerghatta Road, Bangalore 560 076.

Pages : 450

Cost : Gratis

AB This is a collection of background materials consisting of extracts from Government reports, reports of published articles and some written specifically as course material on the topic of Management of Medical Colleges, and covers a wide range of issues such as social relevance of profession; drawbacks and changing horizons of medical education; tasks ahead in medical education; Research in Medical Education; training of medical teachers, training techniques in medical education; factors influencing development of a curriculum; role of hospitals and community health services in training of teachers; and intervening philosophy and procedures for medical college admissions. A separate section is devoted more specifically to organisational and manage-

ment issues and covers organisation development, concept of the Dean, skills of an effective administrator, effective leadership style, manpower planning, employee motivation, communication, managerial effectiveness, and managerial evaluation.

It is a good basic resource material for management of medical education that is seldom focused upon adequately.

The Edinburgh Declaration

The aim of medical education is to produce doctors who will promote the health of all people, and that aim is not being realized in many places, despite the enormous progress that has been made during this century in the biomedical sciences. The individual patient should be able to expect a doctor trained as an attentive listener, a careful observer, a sensitive communicator and an effective clinician; but it is no longer enough only to treat some of the sick. Thousands suffer and die every day from diseases which are preventable, curable or self-inflicted, and millions have no ready access to health care of any kind.

The defects have been identified for a long time, but efforts to introduce greater social awareness into medical schools have not been notably successful. Such facts have led to mounting concern in medical education about equity in health care, the humane delivery of health service, and the overall costs to society....

Scientific research continues to bring rich rewards; but man needs more than science alone, and it is the health needs of the human race as a whole, and of the whole person, that medical educators must affirm.....

-World Federation for Medical Education, 1988

SECTION - B

Key Reports / Publications / Papers of CHC on Medical Education including those arising out of the recently concluded Medical Education Project

AN 051

AU Narayan, Ravi, (1973)

TI Trends in Undergraduate Medical Education in India - Training Doctors for Community Health Services.

Pages : 78

Cost: Rs. 30/-

AB This is a postgraduate dissertation presented to the London University in June 1973 which takes a comprehensive overview of the reforms in Medical Education in India since Independence till 1972. Apart from a concise history of Medical Education in India from Vedic period to present day, and a chapter on growth and development since Independence, the thesis also outlines the challenge of medical care in India and the steps taken to reorient medical education for community health services since 1946. There are separate chapters on the Incentives for rural work and the issue of medical education and migration of medical manpower.

The final discussion chapter recommends certain principles for continuing reorientation as well as suggesting an outline for a three year medical course which the Government of India was beginning to reconsider in the early 1970s.

The thesis has a good bibliography of key references relevant to reforms in Indian Medical Education till 1972.

AN 052

AU Narayan, Ravi (1977)

TI Research in the Methodology of Health Delivery : Training Programme for Community Nurses/Health Supervisors

Pages : 65

Cost : Rs. 30/-

AB This is a report of the famous 'Kottayam Experiment' which was undertaken by Prof. Jacob Chandy and sponsored by the CSI Madhya Kerala Diocesan Medical Society and the Family Planning Foundation of India from August 1972 to

December 1976. The overall objective of the experiment was to produce a new category of health worker (called Community Nurse in this project) by evolving a Community based training programme. The Community Nurse was expected to act as a liaison between the Doctor and the community and take care of the comprehensive health needs of the community directly and through the supervision of existing grades of para medical workers. The report which was written up as a postgraduate research assignment brings together the salient features of the planning, process and evolution of the study and the key components of the curriculum and training methodology and the methods of evaluation. Due to inadequate concurrent documentation the reviewer has tried to reconstruct the project from a host of sources including available documentation, interviews with key participants of the experiment and field visits.

In spite of the inadequacy that such an indirect process of reporting entails, the report is probably the only comprehensive report of a key experiment in community based health human power education in India.

AN 053

AU Narayan, Thelma (1991)

TI Training of Doctors for India

SO HEALTH ACTION, June 1991, Vol.IV No.6 A monthly of the Health for All Trust, Secunderabad.

AD Health Action, PB No.2153, 157/6 Staff Road, Gunrock Enclave, Secunderabad 500 003.

Pages : 10

*Cost : Rs.7/-
(for special Issue)*

AB This is the lead article of a special issue of Health Action which brings together a detailed review of the state of medical education in the country, arising out of the findings of the CHC/CMAI/CHAI medical education project and covers areas such as the need of a new doctor; prescriptions for change; How many doctors?: Where are the doctors?: How good are the doctors?: Where lies the problem? The challenge before us; Innovations/initiatives within the system; Networking for change: exploring new linkages: and Medical Education and Society in India - some Issues. Apart from reports of various innovations including rural orientation camps, Samaritan medicine and student travel electives it also includes articles on the history of medical education in India: the challenges of continuing education: and medical ethics, medical malpractices and patients rights. A short report on the 'Kottayam experiment' in integrated community based training and the significant Edinburgh declaration of the World Federation of Medical education are also included. A young doctor couple also reflect on medical education in the context of their peripheral hospital experience.

A relevant resource publication written in a journalistic style which brings together key ideas and issues from a current assessment of Medical Education in the country.

AN 054

AU Community Health Cell Team, Bangalore (1991)

TI Education Policy for Health Sciences : A Community Health Trainers Dialogue

Pages : 103

Cost : Rs. 35

AB This mimeographed report is the proceedings of a national Community Health Trainers Dialogue that was organised in October 1991 by the Society for Community Health Awareness, Research and Action in Bangalore. Twenty eight Community Health trainers from the voluntary/non-governmental sector and medical college sector in India came together to reflect on the draft National Educational Policy for Health Sciences (See AN 007) and explored some concerns and suggestions based on the collective experience of their alternative training programmes. The 3 day dialogue looked at issues like: Why change in health science education?; What Goals?; Key issues in policy formulation; Health, Culture and Development linkages; Human power development; Training strategies; How to change - Mechanisms of implementation; Networking and so on. The proceedings bring together all the group discussion and plenary session reports and also a final *Statement of Shared Concern and Evolving Collectivity* which emerged at the end of the meeting. This is probably the first collective Statement from the alternative training sector and hence very significant.

AN 055

AU Narayan, Ravi (1991)

TI Rebuilding the Foundation: Re-examining Preclinical Medical Education

Pages : 18

Cost : Gratis

AB This paper was presented as the Late Dr. H.J. Mehta Oration for 1991 at the St. John's Medical College, Bangalore and it explores the changing role and scope of preclinical undergraduate medical education. It covers an evolutionary history of the preclinical phase in medical education; the national framework of the phase; explores what is wrong with it; presents feedback on the phase from a recent study of young graduates with peripheral health care institutional experience and brings together from a literature review new approaches that go beyond orthodox teaching during this phase. It provides an overview of the emerging innovative tracks and emerging alternatives and challenges preclinical teachers to change their efforts from providing foundation for the hospital phase to preparing foundation for community health care basically by recognising the paradigm shift to a new understanding of Human Biology.

AN 56

AU Community Health Cell Team, Bangalore (1992)

TI Step By Step

Pages : 89

Cost : Rs. 30/-

- AB A mimeographed, edited compilation of key reports and papers arising out of reflections and initiatives by the CHC researchers towards stimulating an interest in exploring alternatives in medical education. The compilation includes the discussion chapter of a postgraduate dissertation on Training Doctors for Community Health Services (1973); Extracts from a postgraduate term evaluation project on the Kottayam Experiment (1977); reflection on a phase of community orientation in a medical college (1982 and 1988); a background paper on 150 years of medical education (1984) for the mfc conference; a report of a workshop for pioneers of a rural placement Scheme (1984); A memorandum on a health University to Government of Karnataka (1988) and some other background papers for some networking and policy meetings.

These papers and reports which preceded the study helped to form the background and to give greater focus to the study.

AN 057

AU Narayan, Ravi, Narayan, Thelma and Tekur, Shirdi Prasad (1993)

TI Strategies for Social Relevance and Community Orientation - Building on the Indian Experience

Pages : 74

Cost: Rs. 40 / \$ 5 (US)

- AB This monograph is the first of a series and brings together the salient features of the process and methodology of a study undertaken by the Society for Community Health Awareness, Research and Action on the theme 'Strategies for Social Relevance and Community Orientation'. The focus is on Indian experience and the researchers present the key findings from the Medical College survey, graduate feedback survey, field visits to pace setter colleges where group discussions were held with faculty and interns and finally an overview from an evolving subunit of study on community health and development trainers in the voluntary health sector in the country. Based on the premise that all these sectors of initiative and innovation must be considered while evolving an alternative, experimental medical curriculum, the study report brings together all aspects of study in a concise manner. Various appendices list our sources of information and also identifies colleges where these experiments have been tried. A good resource book on the current situation of Medical Education innovation in the country.

AN 058

AU Narayan, Thelma, Narayan, Ravi (1993)

TI Evolving Medical Curriculum through Graduate Doctor Feedback - Based on Experience in Peripheral Health Institutions.

Pages : 74

Cost : Rs. 40 / \$ 5 (US)

AB This monograph is the second of a series of publications from CHC's recently concluded Medical Education Project. This exploratory study is a sub unit of the larger study (refer AN 57) and it elicited feedback on Medical Education from 53 graduates who had graduated in the 1980s and worked for atleast two years in a peripheral health care institution - voluntary/NGO hospital, primary health centre and so on.

The study included feedback on all the subjects currently included in Medical Education like Anatomy, Physiology, Biochemistry & Biophysics, Biostatistics, Sociology, Psychology, Pathology, Microbiology, Pharmacology, Forensic Medicine, Medicine, Surgery, Obstetrics and Gynaecology, Paediatrics, Preventive and Social Medicine, Psychiatry, Dermatology, Ophthalmology, ENT, Radiology, Anaesthesiology, Orthopaedics and Dentistry. Feedback on additional areas like Medical Ethics, basic nursing procedures, communication skills, management, training of health workers, and skills necessary for work in peripheral health institution was also elicited. Finally the graduates also shared their views on issues like selection process, teaching methodology, curriculum structure, examination system, internship training and methods to enhance the social/emotional preparedness of graduates for work in PHIs. It is the first exploratory study of its type in India when such extensive feedback has been obtained and would be a good stimulus for faculty of all departments.

AN 059

AU Narayan, Ravi (1993)

TI Stimulus for Change : An Annotated Bibliography

Pages : 52

Cost: Rs. 8/ US \$ 2

AB This is the third publication from the project undertaken by the Society and brings together annotations of 50 key books and reports that were identified during the literature survey and interaction during the project. It covers publications from various sectors of innovation and includes government policy documents ; conference reports; training guides and manuals of the government sector; recommendations of professionals associations and meetings; medical college innovations ; critiques of medical education by academics and activists with community health experience; reflections on evolving methodologies and some manuals from the alternative training sector; some research reports; and a few miscellaneous reports and publications.

WHO-SEARO publications, some key educational resources of WHO and some from International network/federation/foundations have also been added.

This group of publications could well form the basic core of a medical education cell in the library of a medical college or training centre.

AN 060

AU Community Health Cell Team, Bangalore (1993)

TI Towards a Collective Commitment: Proceedings of a Medical Educators Review Meeting, June 1992

Pages : Approx 100

Cost : Rs. 30

AB This is the proceedings of a Medical Education Review Meeting which was organised in June 1992 as the finale of the Medical Education Project conducted by the Society. The meeting was attended by faculty of seven medical colleges in the country and about 16 other resource persons or ex-faculty of medical colleges deeply interested or involved in alternatives in medical education. The group reviewed the findings of the project, shared the experiences of their institutions and had group discussions to evolve strategies at individual, institutional and collective levels.

The educators dialogue was part of a process to increase the collective commitment to the development of an alternative track or experimental curriculum.

NOTE: The Source (SO) and Address (AD) publications AN 051 to 060 is as under:

SO/AD: Community Health Cell, Society for Community Health Awareness, Research and Action, 326, Fifth Main, First Block, Koramangala, Bangalore 560 034, India

PUBLICATIONS AWAITED

The following Two Publications are awaiting completion and will be published shortly. They are complementary publications to AN 57 - 59, all of which evolved out of CHC's Medical Education Project and are the fourth and fifth in the series.

- 1. Key to Change:** An animated summary of the Key issues and findings of the Project (for lobbying purposes) Rs.12.00 / \$ 2
- 2. Towards Social Relevance and Community Orientation :** A Faculty Resource Book Rs.150.00 / \$ 16

For copies or further information about these publications, write to:

Community Health Cell, Society for Community Health Awareness, Research and Action, at the above address

SECTION - C

Key Journals/Newsletters for regular reading

1. Indian Journal of Medical Education

(An official publication of the Indian Association for the Advancement of Medical Education). IAAME, Educational Office, Room No.343, Maulana Azad Medical College, Bahadur Shah Zafar Marg, New Delhi 110 002.

Annual subscription : Rs. 120/ \$ 40.

This is the most important journal on medical education in India and the main forum for dialogue among medical educators and enthusiasts in the country. A somewhat irregular publication of late, it still brings together important articles and reviews many of which arise out of the orations and papers presented at the annual meetings of the association.

Since 1991 the journal has a few pages devoted to news and events in the South East Asia Region.

2. i. Newsletter of Network of Community Oriented Education Institutions for health sciences.

ii. Annals of Community Oriented education.

These two regular publications of the International Network brings regular news of the initiatives and innovations of the members of the network and the deliberations of various meetings and workshops as well as the technical papers of studies and programmes. The former is featured in the news letter and the latter in the annals.

Since the Network has five primary goals of strengthening membership institutions; faculty capacities; development of technology; introducing population concepts in curriculum; and supporting innovation, all institutions interested in medical education reorientation should become members (as associates or full membership).

For further information write to:

Network Secretariat, POB.616, 6200 MD Maastricht, The Netherlands.

Newsletter and Annals are free to members of the Network

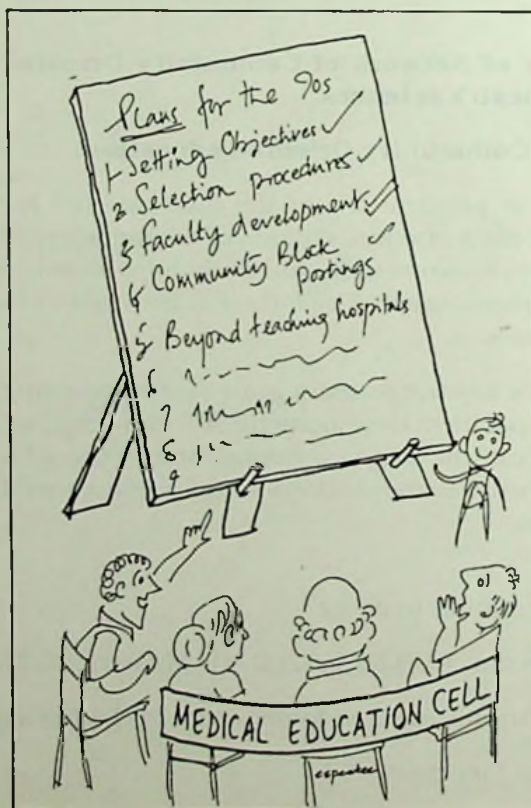
Subscription Rate for others : -

US \$ 17 for non-members from developing countries. US \$ 30 for those from industrialised countries.

3. Some other journals of interest to Medical Educators

- i. **Academic Medicine:** (formerly Journal of Medical Education): Association of American Medical Colleges, 1 Dupont Circle, N.W., Washington, DC 20036, USA
- ii. **Medical Education:** Blackwell Publishing Co., P.O. Box 87, Osney Mead, Oxford, OX2 0DT, United Kingdom
- iii. **Medical Teacher:** Carfax Publishing Co., Box 24, Abington, OX14 2UE, United Kingdom
- iv. **Teaching and Learning in Medicine:** Lawrence Erlbaum Associates, 365 Broadway, Hillsdale, NJ 07642, USA.

[Reference: Annals of Community-Oriented Education, Published by the Network of Community-Oriented Educational Institutions for Health Sciences, Vol 6, 1993]



APPENDIX

FOR ORDERING THE PUBLICATIONS, PLEASE CONTACT THE ADDRESS MENTIONED AGAINST THE RESPECTIVE PUBLICATIONS

A. *For Code Numbers:*

AN 002, AN 004, AN 017, AN 023, AN 025, AN 029, AN 030, AN 033, AN 048.

Contact:

Voluntary Health Association of India
(Publications Department)
40, Institutional Area
Near Qutab Hotel
South of IIT
NEW DELHI 110 016.

Phone Nos: 652953, 652871, 665018, 668071-72

Fax No: 011-676377

B. *For Code Numbers*

AN 036 to AN 044, AN 049

Contact :

WHO-SEARO
(Publications Department)
World Health Organisation
Regional Office for South-East Asia
Indraprastha Estate
NEW DELHI 110 002.

(You may request WHO-SEARO office for a publication list of all their other publications on Medical/Nursing Education and Humanpower Training for Health. The selection in this annotated bibliography are just a few key ones, relevant directly to the focus of our study).

C. *For Code Numbers :*

AN 001, AN 003, AN 005 to AN 016, AN 018 to AN 024, AN 026, to AN 028, AN 031, AN 032, AN 034, AN 035, AN 045 to AN 047, AN 049, AN 050

Contact the address mentioned in the Bibliography

Note: Some of the publications are many years old and copies may not be easy to get especially from Government of India sources.

ATTENTION !

Your Participation Requested:

Dear Reader,

If you have come across any other book / report or publication that you feel will be relevant as a 'Stimulus for Change' and that has been inadvertently left out in this compilation - then send the information to us in the Code AN/AU/TI/SO/AD/AB (See page 2) used in this publication. Your participation will help us to keep all concerned informed about the increasing 'Stimulus for Change'.

CHC, Bangalore

August 1993

The Community Health Cell (CHC) is the functional unit of the Society for Community Health Awareness, Research and Action - a registered autonomous Society in Bangalore, Karnataka, India.

The aims and objectives include:

- creating an awareness in the principles and practice of community health;
- promoting community health action in the voluntary and governmental sector;
- undertaking research;
- evolving educational strategies;
- dialogue with health planners and decision makers, and
- providing information and advisory service.

For further information contact:

Coordinator,

Community Health Cell

Society for Community Health Awareness, Research and Action

326, Fifth Main, First Block

Koramangala

Bangalore 560 034.

Karnataka, (India)

Complementary Publications from Medical Education Project:

1. The Project Report
2. Graduate Feedback Survey
3. The Key to Change
4. Faculty Resource Book.

"A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame. The teacher who has come to the end of his subject, who has no living traffic with his own knowledge, but merely repeats his lesson to his students can only load their minds. He cannot quicken them. Truth not only must inform, but also must inspire. If the inspiration dies out, and the information only accumulates, then truth loses its infinity".

- RABINDRANATH TAGORE