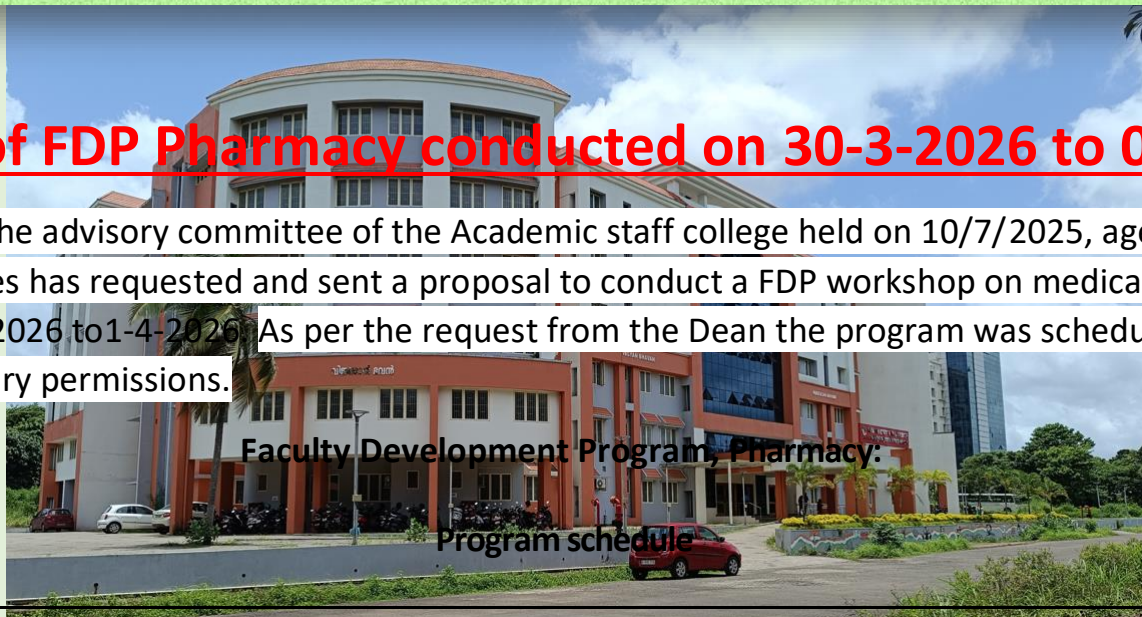




## KERALA UNIVERSITY OF HEALTH SCIENCES, THRISSUR ACADEMIC STAFF COLLEGE

### Report of FDP Pharmacy conducted on 30-3-2026 to 01-4-2026

As per the minutes of the advisory committee of the Academic staff college held on 10/7/2025, agenda 7.19, the Dean Pharmaceutical Sciences has requested and sent a proposal to conduct a FDP workshop on medical education technology from 30-3-2026 to 01-4-2026. As per the request from the Dean the program was scheduled and conducted after obtaining necessary permissions.



Faculty Development Program, Pharmacy:

Program schedule

Day I

Day I		
Time	Topic	Teachers

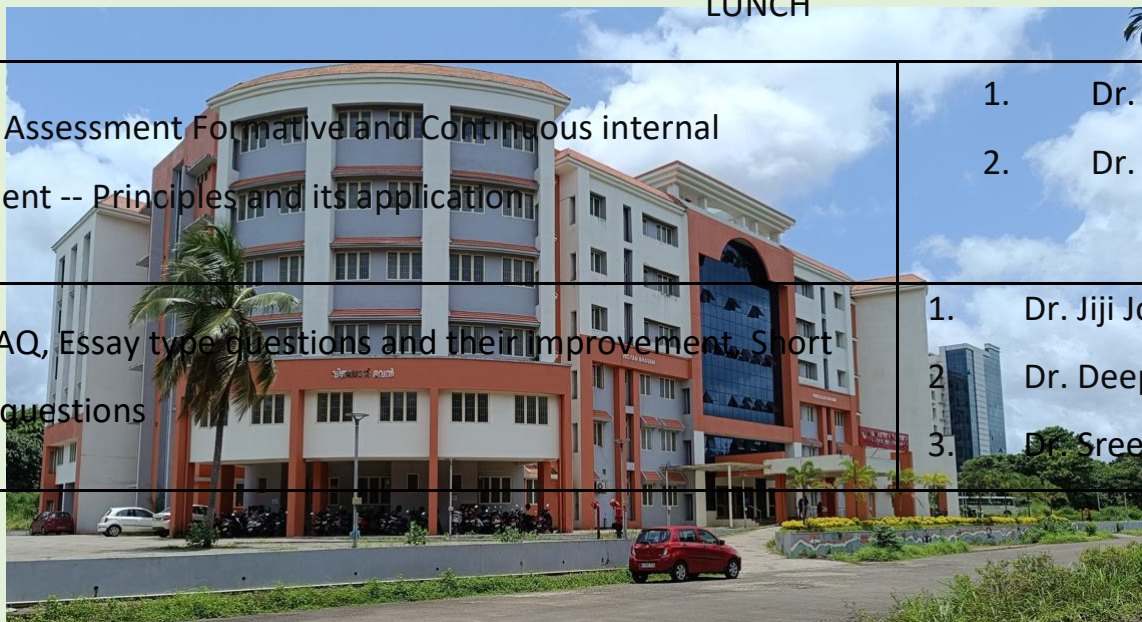
10:00- 10:15	Registration	
10:15- 10:30	Course orientation	<ol style="list-style-type: none"> <li>1. Dr. Sajith Kumar</li> <li>2. Dr. Rajasree R S</li> </ol>
10:30- 11:00	Ice Breaking and Pre Test	<ol style="list-style-type: none"> <li>1. Prof. Junise V</li> </ol>
11:00- 11:30	Introduction Group Dynamics Group Dynamics, Team Building, Managing Teams, Thinking out of Box	<ol style="list-style-type: none"> <li>1. Dr. Jiji Jose</li> <li>2. Prof Junise V</li> </ol>
11:30- 12:30	Bloom's Taxonomy, Outcome Based Education Taxonomy of Learning Goals, Roles, Competencies, Domains of Knowledge Types of objectives	<ol style="list-style-type: none"> <li>1. Dr. Sajith Kumar</li> <li>2. Dr. Seena</li> <li>3. Dr. Deepu S</li> </ol>
12:30- 13:15	Practical Session – 4 groups Educational Objectives and framing Competencies - How to write objectives	<ol style="list-style-type: none"> <li>1. Dr. Sajith Kumar</li> <li>2. Dr. Seena</li> <li>3. Dr. Deepu S</li> </ol>

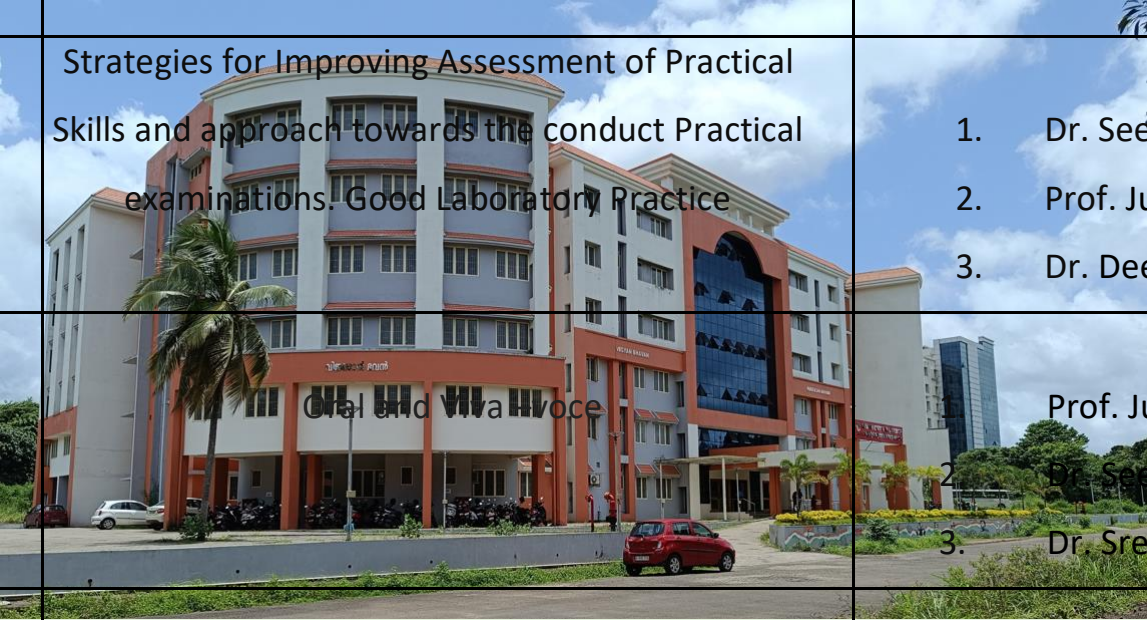
13:15	LUNCH	
13:30-14:30	<p>Systems Approach, Learning Process, Adult Learning Pharmacy Education as system – Applying systems approach, Teaching Learning Process; Pedagogy vs Andragogy Principles of adult learning</p>	<ol style="list-style-type: none"> <li>1. Dr. Jiji Jose</li> <li>2. Dr. Dileep K J</li> </ol>
14:30-14:45	<p>Curriculum - what is Curriculum? Curriculum Components, Principles of Curriculum development</p>	<ol style="list-style-type: none"> <li>1. Dr. Sajith Kumar</li> <li>2. Dr. Seena</li> <li>3. Dr. Deepu S</li> </ol>
14:45-15:15	<p>Class Room Dynamics</p>	<ol style="list-style-type: none"> <li>1. Prof Junise V</li> <li>2. Dr. Rajasree P S</li> </ol>
15:15-15:45	<p>Lecture ; Interactive Teaching Learning methods,</p>	<ol style="list-style-type: none"> <li>1. Prof. Junise V</li> <li>2. Dr. Jiji Jose</li> </ol>

<p>15:45- 16:45</p>	<p>Media in Education - Group Activity</p> <ol style="list-style-type: none"> <li>1. Chalk board &amp; White board</li> <li>2. LCD Projector</li> <li>3. Simulation</li> <li>4. E Learning</li> </ol>	<ol style="list-style-type: none"> <li>1. Dr. Dileep K J</li> <li>2. Dr. Seena</li> <li>3. Dr. Sajith Kumar</li> </ol>
<p>16:45- 17.00</p>	<p>Microteaching – preparation</p>	<ol style="list-style-type: none"> <li>1. Dr. Rajasree R S</li> <li>2. Dr. Dileep K J</li> </ol>
		
<p>08:30- 09:00</p>	<p>Review / Preview</p>	<p>Prof. Junise V</p>

<p>09:00-10:00</p>	<p>Group Activity – 4 groups</p> <ol style="list-style-type: none"> <li>1. Seminar, Symposium;</li> <li>2. Group Discussion, Panel discussion;</li> <li>3. Project Based Learning, Problem Based Learning</li> <li>4. Self-Learning Packages</li> </ol>	<ol style="list-style-type: none"> <li>1. Dr. Dileep K J</li> <li>2. Dr. Sajith Kumar</li> <li>3. Dr. Jiji Jose</li> <li>4. Dr. Sreejith M</li> </ol>
<p>10:00-10:15</p>	 <p>Coffee Break</p>	
<p>10:30-11:00</p>	<p>Micro Teaching In Session</p>	<ol style="list-style-type: none"> <li>1. Dr. Sajith Kumar</li> <li>2. Dr. Dileep K J</li> <li>3. Prof Junise V</li> </ol>
<p>11:00-11:30</p>	<p>Lesson Plan Ultimate preparation</p>	<ol style="list-style-type: none"> <li>1. Dr. Seena</li> <li>2. Dr. Deepu S</li> </ol>

11:45- 12:15	Principles of Assessment : General Principles, Purpose, types, aligning with objectives	<ol style="list-style-type: none"> <li>1. Dr. Sajith Kumar</li> <li>2. Dr. Seena</li> </ol>
12:30	LUNCH	
13:30- 14:00	Internal Assessment Formative and Continuous internal assessment -- Principles and its application	<ol style="list-style-type: none"> <li>1. Dr. Dileep K J</li> <li>2. Dr. Sreejith M</li> </ol>
14:00- 16:00	Essay, SAQ, Essay type questions and their improvement. Short Answer questions	<ol style="list-style-type: none"> <li>1. Dr. Jiji Jose</li> <li>2. Dr. Deepu S</li> <li>3. Dr. Sreejith M</li> </ol>



Day 3		
08:30-08:45	Review / Preview	
08:45-09:45	Strategies for Improving Assessment of Practical Skills and approach towards the conduct Practical examinations. Good Laboratory Practice	 <ol style="list-style-type: none"> <li>1. Dr. Seena</li> <li>2. Prof. Junise V</li> <li>3. Dr. Deepu S</li> </ol>
09:45-10:30	Oral and Viva Voce	<ol style="list-style-type: none"> <li>1. Prof. Junise V</li> <li>2. Dr. Seena</li> <li>3. Dr. Sreejith M</li> </ol>
10:30-10.45	Coffee Break	

10:45-11:15	Setting of Question paper and Blue printing	<ol style="list-style-type: none"> <li>1. Dr. Sajith Kumar</li> <li>2. Dr Jiji Jose</li> <li>3. Dr Sreejith M</li> </ol>
11:15-12:45	 <p>Multiple Choice Questions</p>	<ol style="list-style-type: none"> <li>1. Dr. Dileep K J</li> <li>2. Dr. Sajith Kumar</li> <li>3. Dr. Deepu S</li> </ol>
12.45 -1.30	LUNCH	
13:30-14:30	<p>Practice school, Project and          Elective subjects. Faculty Objectives and          selection of Topics</p>	<ol style="list-style-type: none"> <li>1. Dr. Dileep K J</li> <li>2. Dr. Deepu S</li> <li>3. Dr. Sreejith M</li> </ol>
14:30-15:30	Evaluating a student Project	<ol style="list-style-type: none"> <li>1. Dr. Jiji Jose</li> <li>2. Prof Junise V</li> <li>3. Dr. Seena</li> </ol>

15:30-16:30	Post Test, Evaluation, Feedback	
16:30-17.00	Open House. Closing	



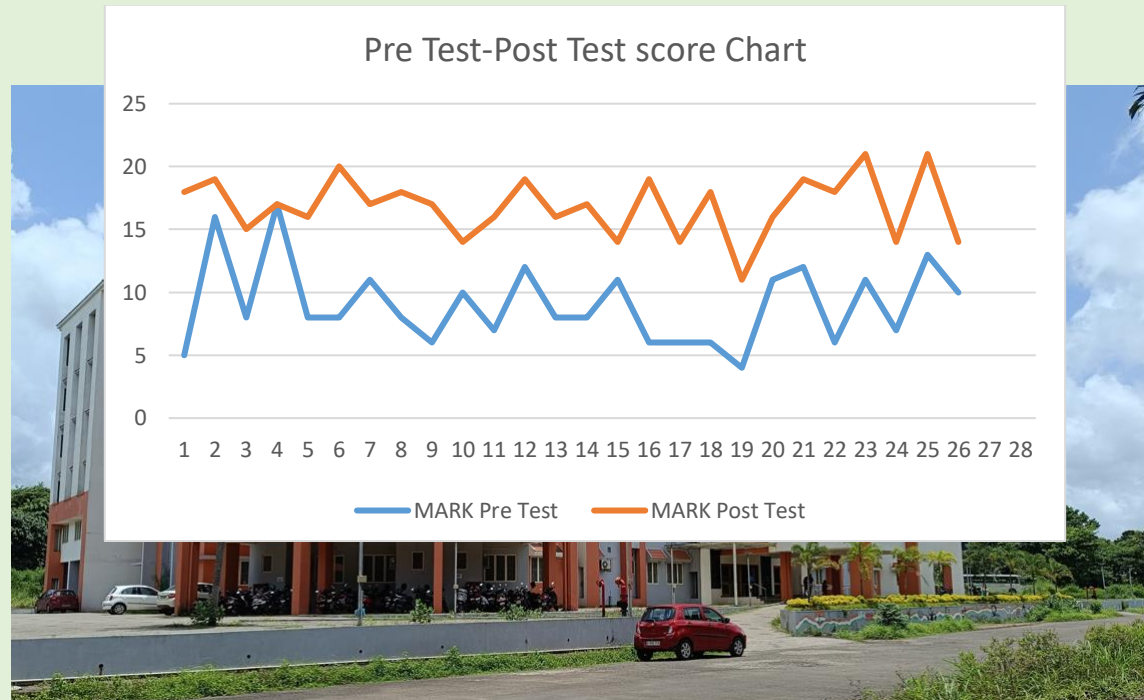
**List of participants attended**

1	Al-Azhar College of Pharmacy, Thodupuzha, Idukki	Jayasankar K R
2	Caritas College Of Pharmacy, Thellakom, Kottayam	P. Parvathy Devi
3	Caritas College Of Pharmacy, Thellakom, Kottayam	Rynu Tom Thykkaden
4	College of Pharmaceutical Sciences, Govt. Medical College, Kottayam	Cijo Issac
5	College of Pharmaceutical Sciences, Govt. Medical College, Kozhikode	Chandran R
6	College of Pharmaceutical Sciences, Govt.TD Medical College, Alappuzha	Nidhina Thampi
7	College of Pharmaceutical Sciences, Govt.TD Medical College, Alappuzha	Praveen V G
8	College of Pharmaceutical Sciences, Govt.TD Medical College, Alappuzha	Rajmohanan T P
9	College of Pharmaceutical Sciences, Govt.TD Medical College, Alappuzha	Habeeb Panikkarakayil
10	Grace College of Pharmacy, Palakkad	Karuppasamy C
11	Hindustan College Of Pharmacy ,Kanjirappally, Kottayam	Subimol.S
12	Holy Grace Academy of Pharmacy, Kuruvilasery, Mala	Amitha Sony

13	Holy Grace Academy of Pharmacy, Kuruvilasery, Mala	Bhagyalakshmi K B
14	Holy Grace Academy of Pharmacy, Kuruvilasery, Mala	MS Ashitha Rajanan
15	Karuna College of Pharmacy, Palakkad	Justeena Joy
16	Karuna College of Pharmacy, Palakkad	Sabitha M B
17	KMCT College Of Pharmacy,Mampra ,Malappuram	Aswathi K
18	KMCT College Of Pharmacy,Mampra ,Malappuram	Sherin C
19	KMCT College Of Pharmacy,Mampra ,Malappuram	Sumayya K K
20	Malabar College of Pharmacy, Edappal, Malappuram	Athira G L Nair
21	St. James College of Pharmaceutical Sciences, Chalakudy	Silvipriya K S
22	St. James College of Pharmaceutical Sciences, Chalakudy	Muhammed Shafi.M.H
23	St. James College of Pharmaceutical Sciences, Chalakudy	Aravind R
24	West Fort College of Pharmacy, Pottore, Thrissur	Surabhi K V
25	West Fort College of Pharmacy, Pottore, Thrissur	Reshmi V B
26	West Fort College of Pharmacy, Pottore, Thrissur	Sandra Sasi



## Pre Test-Post Test score Chart



## Conclusion

The program was inaugurated by Pro- Vice Chancellor, Prof Dr.Vijayan. C.P, the welcome note was delivered by Prof. Dr. UnniKrishnan, Director ASC and Prof. Dr. Dileep GC member, proposed the vote of thanks. A total of 26 participants attended the three-day program and gave a good feedback

## Glimpses of the program









## Annexure

### Pre-test/Post-test Question Paper

1. In the context of pharmacovigilance studies, what does informed consent ensure?  
A. Participants receive compensation for their involvement  
B. Participants understand the study and agree to participate voluntarily  
C. The study meets regulatory requirements  
D. The data collected is kept confidential
2. Which of the following methods is often used in faculty training to improve the evaluation process?  
A. Random sampling of student projects  
B. Role-playing and mock evaluations  
C. Increasing the number of evaluators  
D. Reducing evaluation criteria
3. When evaluating a student's project presentation, what should faculty focus on?  
A. The student's attire  
B. The clarity and organization of the presentation  
C. The length of the presentation  
D. The background of the presentation slides
4. What is the key component in the assessment of a BPharm student project?  
A. The project's length  
B. The student's attendance  
C. The relevance and quality of the research conducted  
D. The number of references used



5. How do faculties benefit from the interactive teaching process?
  - A. Can make quick adjustments in processes and approaches
  - B. Enhances the learning process
  - C. To assess how well students master a given subject material
  - D. All of the above
  
6. Which of the following is an individual student interactive teaching activity?
  - A. Board rotation
  - B. Forced debate
  - C. Misconception check
  - D. Scrabble
  
7. Which of the following is a key principle of Good Laboratory Practice (GLP) in pharmaceutical education?
  - A. Increasing the number of practical sessions
  - B. Ensuring consistent and reliable results through standardized procedures
  - C. Reducing the duration of practical sessions
  - D. Increasing the complexity of laboratory experiments
  
8. Which of the following strategies can enhance the assessment of practical skills in pharmaceutical education?
  - A. The relevance and quality of the theory topics
  - B. Assessing the quality of the product/consistent reliable result output
  - C. Reducing the number of practical sessions
  - D. Assigning all practical assessments to be completed as group work only
  
9. What is a common challenge in conducting practical examinations in pharmaceutical education?
  - A. Availability of online resources
  - B. Inadequate resources and equipment



- C. Overabundance of supervision
- D. Lack of simple assessment criteria

10. Which active learning technique involves students discussing and sharing ideas in small groups for a short period before presenting their ideas to the larger group? A. Flipped Classroom

- B. Peer Teaching
- C. Brainstorming
- D. Buzz Grouping

11. Which of the following is primarily characterized by students generating as many ideas as possible without immediate critique? A. Peer Teaching

- B. Flipped Classroom
- C. Brainstorming
- D. Buzz Grouping

12. Which technique is best described as a method where students teach concepts to their peers, often enhancing their own understanding in the process? A. Buzz Grouping

- B. Brainstorming
- C. Flipped Classroom
- D. Peer Teaching

13. What is the primary purpose of an ice-breaking session in a teacher's training program? A. To evaluate the teachers' knowledge

- B. To introduce the training content
- C. To help participants get to know each other
- D. To distribute training materials



14. Which of the following is a common activity used in ice-breaking sessions? A. Lecture on educational theories  
B. Group brainstorming on curriculum design  
C. Team-building games and activities  
D. Assessment tests

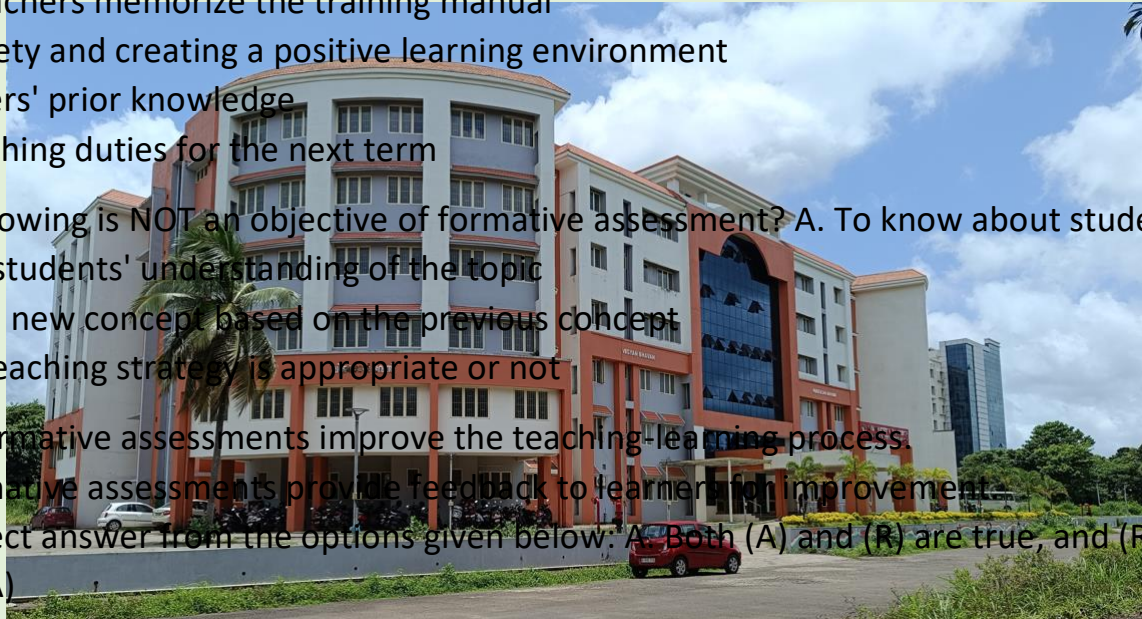
15. What is a key benefit of including ice-breaking activities at the beginning of a teachers' training program? A. Ensuring that teachers memorize the training manual  
B. Reducing anxiety and creating a positive learning environment  
C. Testing teachers' prior knowledge  
D. Assigning teaching duties for the next term

16. Which of the following is NOT an objective of formative assessment? A. To know about students' misconceptions  
B. To assess the students' understanding of the topic  
C. To introduce a new concept based on the previous concept  
D. To know if a teaching strategy is appropriate or not

17. Assertion (A): Formative assessments improve the teaching-learning process.  
Reason (R): Formative assessments provide feedback to learners for improvement.  
Choose the correct answer from the options given below: A. Both (A) and (R) are true, and (R) is the correct explanation of (A)

- B. Both (A) and (R) are true, but (R) is NOT the correct explanation of (A)  
C. (A) is true, but (R) is false  
D. (A) is false, but (R) is true

18. Formative assessment helps a teacher in what ways? A. To recognize the potential of the student and facilitate enriching their capabilities



- B. To identify and remediate group or individual deficiencies
- C. To modify subsequent teaching-learning activities and experiences
- D. All of the above

19. Which among the following is NOT an objective of Viva-voce:
- A. To assess the ability to communicate
  - B. To evaluate the spontaneity and mannerism
  - C. To acquire soundness of knowledge
  - D. To assign rank for each student

20. Which of the following is a limitation of Viva-voce?
- A. Provides feedback on the performance of the students
  - B. Bias and poor inter-examiner reliability
  - C. Assess the ability to synthesize information
  - D. Evaluate the communication skills of the student

21. Which hormone, popularly known as the reward chemical, is produced after successful accomplishment of a task?
- A. Serotonin
  - B. Dopamine
  - C. Cortisol
  - D. Oxytocin

22. Positive stress is called:
- A. Distress
  - B. Eustress
  - C. Hyperstress
  - D. Hypostress



## Answer Keys

1. B. Participants understand the study and agree to participate voluntarily
2. B. Role-playing and mock evaluations
3. B. The clarity and organization of the presentation
4. C. The relevance and quality of the research conducted
5. D. All of the above
6. C. Misconception check
7. B. Ensuring consistent and reliable results through standardized procedures
8. B. Assessing the quality of the product/consistent reliable result output
9. B. Inadequate resources and equipment
10. D. Buzz Grouping
11. C. Brainstorming
12. D. Peer Teaching
13. C. To help participants get to know each other
14. C. Team-building games and activities
15. B. Reducing anxiety and creating a positive learning environment
16. C. To introduce a new concept based on the previous concept



17.A. Both (A) and (R) are true, and (R) is the correct explanation of (A)

18.D. All of the above

19.D. To assign rank for each student

20.B. Bias and poor inter-examiner reliability

21.B. Dopamine

22.B. Eustress

