

Medical Education and the Role of Psychology

THE medical education is an education of well advanced, universal medical science, the knowledge of which helps us to know human system's problems and its solutions.

By universality of medical education, what is meant is that all medical graduates must have a basic internationally balanced, wide ranging and equal type of medical education. The universal nature of this education has made it vast and gigantic, which always puts us into confusion and frequent indecision, resulting in partial or incomplete benefit to human society. The student of medicine, therefore, should be prepared to accept the challenges to acquire this vast knowledge with determination, dedication and hard work.

Here talent might help to some extent. But to achieve thorough medical knowledge only hard work, dedication and training under the guidance of experienced medical professionals are required. But because of the geographical differences of each people of nation, the application of medical knowledge must have to have a sort of compactness of comprehensiveness which should depend on the demography of one's country or territory. The origin of diseases very much depends on its own geography, environment and habit of the people. There

the ecology of the disease pattern rules very much all medical problems.

The present trend is a community-based medical education, where the primary health care has been given the top most priority. The implementation of this very concept has not yet got full support and approval of our medical professionals. This is because of one-track view of our medical professionals, who are mostly clinically oriented to practise medicine. However, it is not necessarily the name of the institution, which makes someone a learned medical

by Dr MD Husain

than done. But with the present set-up of medical institution in our country, it is rather a bit difficult until an atmosphere of cordiality is established between the three components such as the medical students, the teachers and the society. These three components or the factors can well be compared with the ecology of the disease triangle (an agent or source, the host or the recipient and the environment).

In the case medical education, the source of knowledge is the teacher, the students are the recipients and the

tion. The primary objective of the teachers would be to impart knowledge to the students, to the best of their capacity. This should mean of imply that a lot of the teacher's time is to be devoted to teaching commitments; leaving behind their gainful professional practices.

Besides, there should be enough facilities and availability of teaching materials (books, journals, periodicals etc.) and modern technology and research facilities within the institution. This would keep the teachers and the students engaged and fully occupied.

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professional.

It is the system or the framework of the institution which should be set up after long years of accumulative experiences by the experienced medical professionals. These are the most needed things in achieving proper medical education and training. Besides, a healthy atmosphere is a dire necessity for imparting healthy, enriched medical education. How to create such a healthy atmosphere or condition in a medical institution? We all know it is easier said

third most important factor is the social influence. The influence of the society can either create good atmosphere for proper medical education or can vitiate the atmosphere and ruin the objective, gainful medical education.

The influences of society, its actions, interactions and reactions etc., all have a direct impact on the students, the recipients. Similarly, the role of medical teachers are also an important factor in the delivery of proper medical education.

pied for extending the horizon of medical knowledge. More the teachers and students are engaged in academic activity the less the chances of influences of society. I am sure, a medical student with dedication would be able to acquire medical education of good standard. But this will not guarantee him to become a well-liked medical professional in society. There is something else also required besides medical knowledge. To achieve this extra knowledge, each medical student or doctor

would have to be a well-balanced psychologist and should preferably know a lot of human psychology. What is after all psychology? The psychology is nothing but one's mental make up or preparation either for acceptance or rejection of hard realities of life and society. Therefore a medical student or a medical doctor must have to accept psychologically the hard realities of medical education. In medical education or science there is no short-cut route. All that one is permitted to do is to have one's own medical education as per one's own requirements (nation's requirements).

This is to say that not all brilliant students are to be admitted into medical education or medical institution. But certainly you should admit such students who really would like the responsibility of a medical professional and would like to become a doctor in the real sense. Here moral code and conduct have a role to play. So psychologically a student of medicine has to accept this reality. Besides, there are some other codes of conduct also such as the oaths. All these are to be counted to achieve real medical education.

The final objective of our medical education would be to produce more efficient doctors for our society. A doctor's job, after all, is not only to treat the disease alone, but to treat the patient as a whole.

Vocational Further Training

VOCATIONAL further training serves the maintenance, extension and adjustment of vocational knowledge and skills — as well as promotion. The differentiated change going on in the Federal Republic of Germany from an industrial society towards a service society, with a marked bias towards countries abroad, is confronting vocational further training with new quantitative and qualitative challenges.

A large number of occupations, such as in the metal work sector, have changed quite dramatically of late; new trades, e.g. in environment protection, have sprung up. Firms must pick up these developments and pass them on to all their employees. Vocational knowledge origi-

skilled workers at medium level in future.

The number of young persons starting on dual occupational training has dropped by more than 330,000 since the mid-1980s to a present level of 1.5 million. The number of students, on the other hand, has risen so steadily that, for the first time in the history of the Federal Republic of Germany, there were more students than apprentices in 1990. This development has prompted industrial and educational experts to think more intensively of ways to enhance the attractiveness of vocational training.

In the opinion of the experts, vocational training should acquire its own significance to develop into an educational sector equal to that of

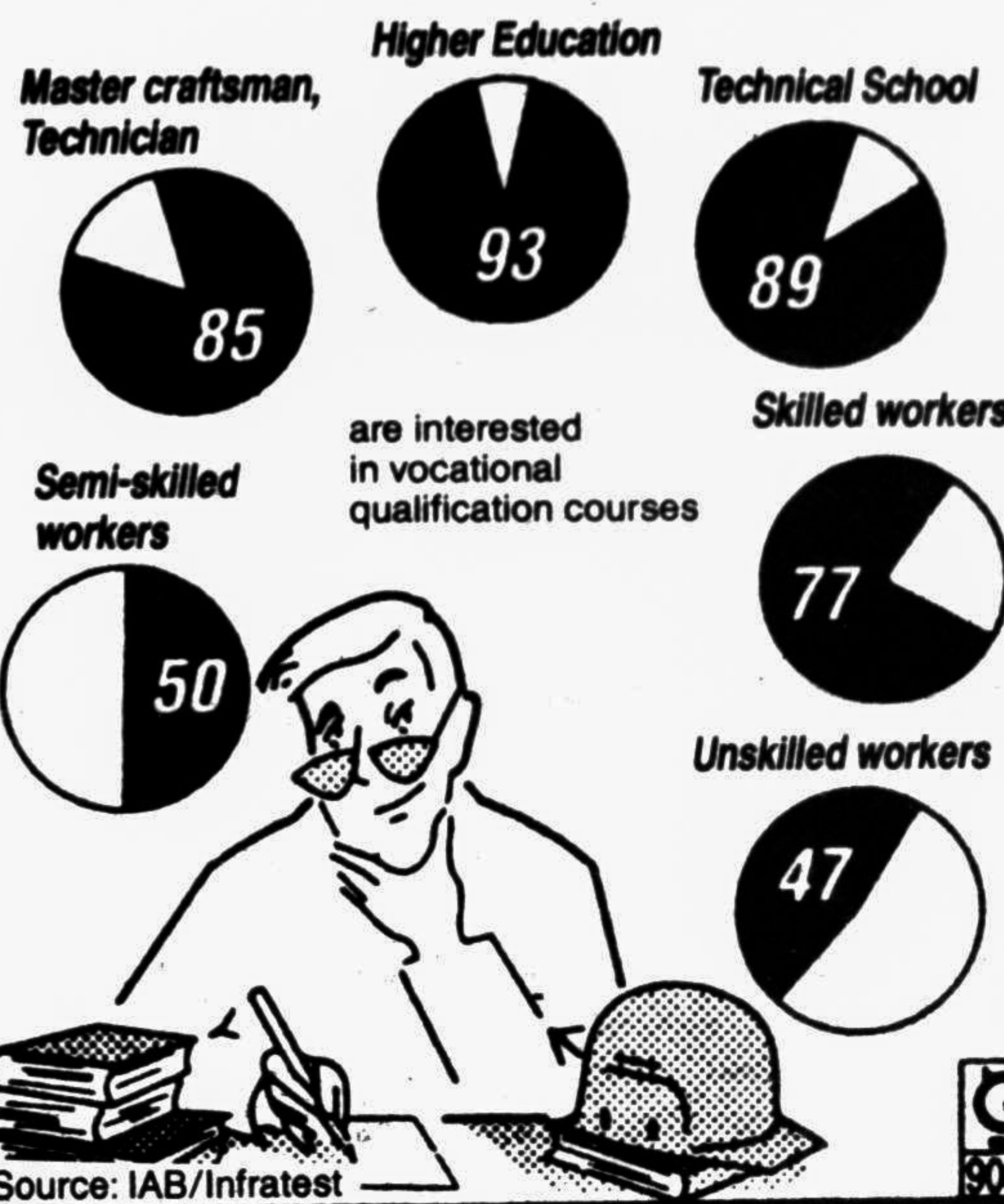
given greater promotion in further training during the early stages of their career.

The promotion of talented young skilled workers is essential for future-oriented vocational training. This complements the currently well-developed promotion procedure in the Federal Republic of Germany for gifted pupils and outstanding academic achievements — as a "fundamental element" in the creation of equal opportunity.

In point of fact, the promotion of talented persons in vocational training is nothing new. Many firms have long been awarding prizes for outstanding achievements during training. Inter-company financial assistance is awarded and competitions held. The cur-

New Bundesländer Desired professional further training

Out of every 100 working persons with this qualification



Programme for Developing Human Resources

DEVELOPMENT of human resources through education and training underlies all BRAC programmes and philosophies. BRAC believes that material and financial resources are necessary for improving the quality of life of the people. But all these resources remain potential without the development of the people.

BRAC also believes that some basic education is necessary to prepare the people for participation in development. This is manifested in the following observations of the Executive Director of BRAC: BRAC sees basic education as the foundation cornerstone of the future... an opportunity to accelerate the progress of mankind... for assuring a better world — not just for Bangladesh but for all mankind.

BRAC thus devised several educational strategies which have proven to be highly effective and replicable.

Approaches and Strategies

BRAC pursues its broad educational objectives through two approaches, viz. Functional Education (FE) and Non-Formal Primary Education (NFPE). The former is aimed at raising the level of social awareness and literacy of the adult population and the latter to provide basic education to the children of poorer families.

This section highlights these two programmes — FE and NFPE — which have attained vast spatial growth. The latter expects an unprecedented expansion in the 1990s.

Non-Formal Primary Education

The Non-Formal Primary Education (NFPE) is an innovative approach to improve the situation of basic literacy and numeracy in the country. The programme has attained phenomenal growth in recent years.

This strategic intervention has attracted the attention of many scholars, policy makers and programme designers both in Bangladesh and outside. The NFPE of BRAC and its activities were highlighted at the World Conference on Education held in 1990 at Bangkok, Thailand. It was acclaimed to be a successful model for replication.

In line with the declaration of 'Education for All by the year 2000', BRAC's NFPE is being considered for large scale expansion to meet the target set in this sector.

The rationale behind this large scale expansion of NFPE lies in the country's poor situation of education. Bangladesh ranks 107th in literacy among 133 countries, with a rate of 24 percent for those 15 years and above. Over 85 percent of the rural women can not read or write.

Around 44 percent of the primary school-age children do not enroll in any formal primary school. Of those who do enroll, 75 percent drop out before they complete five years of education. Most girls from poorer families never attend school.

The reasons are known to many, but the hurdles could hardly be overcome: unmotivated or absent teachers, lack of motivation and encouragement from parents, non-participation of the community, large classes, uninteresting

curriculum content, lack of books and other materials, fixed timing of schools, and expenses involved which compel these children to either work within or outside their homes.

The NFPE offers answers to all these intriguing issues. It offers a replicable model capable of providing basic literacy and numeracy to the poor rural children. The model includes many interesting features.

The curriculum is innovative and relevant, the extra curricular activities are interesting to the children, the teachers are locally recruited para-professionals, the teaching methods are attractive for the learners, the class size is small, and there is an essential element of community involvement through regular parents-teacher meeting.

What is more, the class hours are flexible which leave enough time for the children to help their families.

School Models

The Non-Formal Primary Education is designed to serve the needs of the children of poor landless families who are largely unreached by the formal primary education system. Girls are a special focus of BRAC's NFPE programme.

After long experiment and analysis, BRAC has developed two primary school models directed to two different age groups. The first one, started in 1985, is a three-year programme for the children of 8-10 years old who have never enrolled in school, or have dropped out during class one.

This programme is called Non-Formal Primary Education (NFPE). The second one, started in 1988, is a two year programme for children of 11-

16 years old who have never attended school. This model is called Primary Education for Older Children (PEOC). Over 70 percent of both NFPE and PEOC students are girls. Education is free both in the NFPE and PEOC school. Students are provided with books and other materials free of cost.

BRAC schools allow these children to continue their education and prepare them for entrance into formal schools starting at grade IV, thus opening up a new vista of learning.

Schools and Class Hours
All BRAC schools are located in the rural areas and meant for children of the poorest landless families. The

goal is to enroll 70 percent girls. Villages are selected on the basis of parent demand, availability of target children and teacher.

In both types of school, NFPE and PEOC, class hours are flexible. Classes meet for two and a half hours each day. The timing convenient for each school is decided jointly by the teacher and the parents to suit seasonal work and religious needs. Classes are held six days a week for 268 days each year.

Teacher

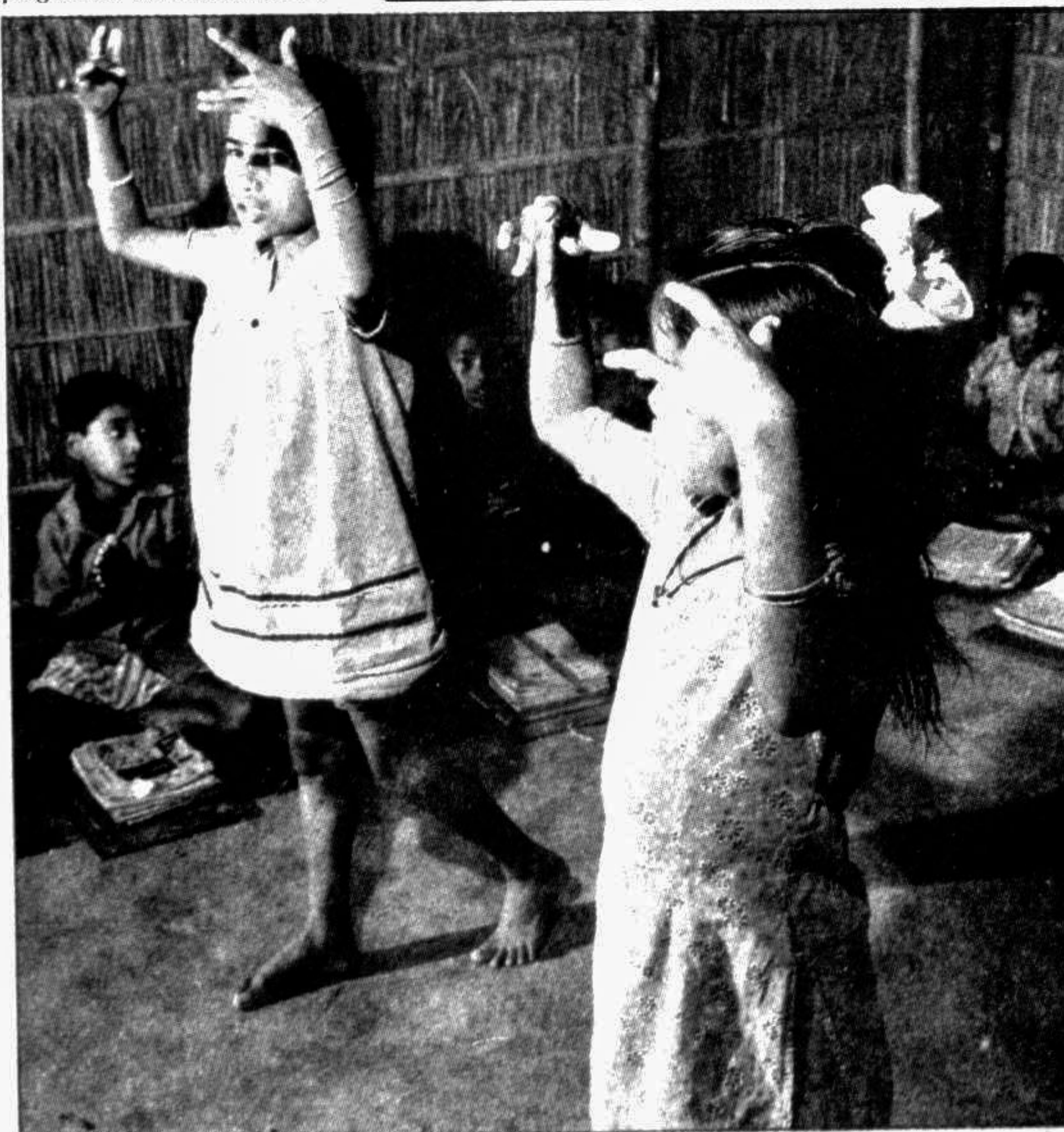
There is one teacher for each BRAC school. The number of students is also fixed, 30 per school. The teacher is a local person, must have completed nine or more years of

Growth of Students, Teachers and Dropouts 1989-1990

Areas	1989	1990	Increase/Decrease
Learners enrolled			
NFPE	31,939	51,481	19,542
PEOC	22,970	49,971	27,001
Teachers recruited	2,892	3,462	570
Dropout rates			
Boys	NA	0.27	
Girls	NA	0.45	

Growth of NFPE and PEOC Schools 1986-1990

Year opened	NFPE	PEOC	Total
1986	153		153
1987	402	1	403
1988		223	223
1989	909	697	1,606
1990	1,000	1,204	2,204



Cultural activities are an integral part of education

school and must be married. Preference is given to women who at present make up 75 percent of the teachers.

After selection, teachers receive 12 days of training in one of the training centres (TARC) of BRAC. Afterwards they attend continuing refresher sessions one day each month. Teachers are paid a nominal monthly allowance by BRAC.

Teaching Materials and Methods

The overall objective of the NFPE curricula is to help the children achieve basic literacy, numeracy and social awareness. The curriculum is divided into three subject areas: Bangla, arithmetic and social studies. The latter emphasizes health, nutrition, hygiene, sanitation, safety and first aid, ecosystems, community, the country, the world and the very basic science.

Additionally, it includes participation of the students in co-curricular activities like physical exercise, singing, dancing, drawing, crafts and games, as well as story book reading. This ensures high attendance.

Teaching materials like vernacular and arithmetic books are provided to the NFPE Students. In second and third years, English and social studies are added. All the reading materials are produced under a mass production system by BRAC. BRAC has also started publishing a Children's magazine which is now distributed in the schools.

In addition to books, each child receives one slate and slate pencils, wood pencils, erasers, rulers, a lap board and 12-13 note books a year.

Teaching methods take the form of undertaking structured lessons, discussion and preparation of lesson plans by trained teachers. The teacher-student ratio is strictly maintained at 1:30 and never allowed to exceed.

The teaching method is intended to be learner centred and participatory. The BRAC schools want the children to be active participants in learning rather than passive recipients of information.

BRAC schools have no formal annual examination. The progress of the students is measured through carefully recorded, continuous assessment by the teacher, utilizing weekly and monthly tests. Students with learning difficulties and cases of individual problems are discussed in the monthly teachers training meetings and solutions are sought.

The Curriculum of PEOC has been adapted from the NFPE. The curriculum in this case is more functionally oriented, particularly in the second year, because many of the students are too old to transfer to the formal schools.

NFPE is an expanding programme. Beginning with only 22 schools in 1985 the number till May 1991 has increased to 5,644. Out of this, 3,218 are NFPE and 2,426 PEOC schools. This indicates a 99.61 percent increase over a period of five and a half year.

Some strategic changes have recently been made with regard to the implementation of the FE programme. One among these is concentration on 30 lessons that deal with social awareness.

With arrangement of Brac Report

nally learnt is growing obsolete faster and faster. As a result of a continuous trends towards better educational qualifications, the shortage of skilled workers is already making itself felt and being further aggravated by demographic developments in Germany.

Industry has consequently realized the opportunity existing in well-trained skilled labour potential. Whereas employees in various sectors were formerly dismissed as a result of rationalization and new staff sought on the market and trained in the firm, today it has become a matter of survival for many enterprises to keep their staff on a long-term basis, to contribute to their development through further training and, if required, to qualify them for new tasks.

In this connection there is great willingness on the part of employees to undergo further training. Participation in vocational qualification has doubled in the last ten years. Skilled staff are not only expected to be able to handle increasingly complex and high-quality technology; they must also display the ability to plan and organize independently and to make their own decisions. Many a fear that technology would make humans superfluous has not materialized. On the contrary, the scope for personal discretion is increasing and enriching employees' work.

Equality of general and vocational education
If Germans are asked for their opinion about the social prestige of various occupations, the first ten places are occupied almost exclusively by academic professions. This assessment is reflected in the attitude of young persons towards the choice of occupation. Hence the worry of employers that they will no longer be able to cover their considerable requirement of

higher education. Qualified persons with job experience, who are capable and actively further educating themselves, must, via relevant further education programmes, be given the same opportunities of professional advancement and personal development as similarly-aged university graduates.

It is up to plants and enterprises to break with the formal approach to personnel planning — which still prevails in many places — and to start treating seriously the principle "that occupational capabil-

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ity counts more than degrees along the path to attractive professional positions and appropriate remuneration". This move could be favourably enhanced by making jobs more attractive — where broadly-based qualifications, imagination and allround education are called for and no longer highly specialized knowledge in one particular field.

Promotion of talented persons in vocational training
The creation of equal opportunities for young working persons implies, among other things, that particularly talented skilled workers and handicraft journeymen be

rent points of departure for promoting talented persons in vocational training however, have little systematization.

Above all, they are not enough to realize the objective of perceptibly enhancing the attractiveness of vocational training for exceptionally capable or talented young persons. As a result, the German Federal Government initiated a concept in 1991 by means of which about an annual 0.5% of persons successfully completing their occupational training will be included in promotion measures, e.g. scholarships, participation in demanding further education programmes and trips of a further educational nature abroad.

Correspondence courses

Correspondence courses enjoy particular importance among the various forms of further education. They offer students flexibility of time, place and organization which is frequently not possible in direct instruction.

This independence makes correspondence courses particularly suitable for persons who, for personal or occupational reasons, are unable to constantly partake in courses demanding their presence. One great advantage for many working persons is the fact that they can process the written or audiovisual learning material from the correspondence course institution at their own place at home and send their work in to be corrected.

Depending on the nature of the course, weekend-sessions are held from time to time and the opportunity of obtaining recognized qualifications offered. Because they are independent of the time factor and can be learnt in one's own fashion, correspondence courses represent a particularly economic form of further education on the side for many participants. —IN PRESS.