

Editorial

Mission statement

The journal believes in upholding the health needs of the mankind as the most important factor while publishing a research communication. TPDI is dedicated to publish articles to improve the knowledge, competencies and attitudes based on professionalism of prosthodontists in general and of the members of the sponsoring organisations in particular.



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Training centres for Dental College Teachers

Increasing number of the clan of teachers in dental colleges makes it necessary to standardize the teaching abilities. Thirty years ago dental professionals with postgraduate qualifications were simply absorbed as teaching faculty without any formal testing for their abilities or interest in teaching. Most of the young teachers were having neither mastery in the profession nor in teaching. Here the valid question arises. Who can be a teacher in a dental college? How does he/she acquires the qualification to be a teacher? A professional who gets qualified, should undergo a period of training and analysis preferably under a master. After that he goes to a period of practice. The information a professional gets during the course is matured during the next two phases and he becomes knowledgeable. Then only he can become a teacher. Unfortunately in our country, the professionals leapfrog from the first to the fourth without getting matured in the bright sun of experience. All on a sudden, the postgraduate curriculum incorporated pedagogy as a testing tool. NAAC accreditation insists on teachers training programmes and colleges conduct capsule form training. Recently MCI initiated teachers training centres in select medical colleges making the training mandatory for all the teachers. Even though it is belated, the step will have long lasting effect in improving the standards of the faculty. DCI can also emulate the visionary stand taken by the MCI. DCI can start at least ten teachers training centres in collaboration with select Dental Colleges in different parts of the country. The centres should have clearly drawn mission and conduct specifically targeted programmes. Teachers should be able to get opportunities to practice different teaching methods in such centres. The centres should have faculty committed to the program and knowledgeable about content areas related to the discipline in which the participants practice. Participants should attend in groups from the same institution. The centres should emphasize on sustained programs rather than one-shot workshops. While recruiting a lecturer the DCI should insist on at least three years clinical experience after MDS. It can be independent or under a senior professional who is in practice. The training centres will definitely improve the quality of teachers but it cannot create teachers out of an uninterested person. We can bring the horse to water but drinking has to be done by the horse.

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