

## SHORT ARTICLE

# Assessment of Mini-Teaching for Teaching Competencies among Faculties of Medical College

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### ARTICLE CYCLE

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### ABSTRACT

**Background:** In India, medical instructors are not required to receive pedagogical technique training. As a result, medical school instruction varies widely in quality. Making qualified medical teachers with enhanced instructional abilities is crucial in the age of competency-based medical education and the rising demands on health professionals by society. **Objectives:** To assess the faculty performance in teaching skills and to give feedback based on their assessment. **Methodology:** Cross-sectional study conducted in medical college after taking institutional ethical committee clearance and consent from the participants. A total of 156 faculty participated in study. The faculty of non-clinical and clinical subjects of all cadres of teachers were participated in mini-teaching session. **Results:** The faculty of non-clinical and clinical subjects of all cadres of teachers were participated in mini-teaching session. The significant association was observed between the department wise & faculty Designation with related to teaching skills. **Conclusion:** Faculty development training programme is a need of hour because we have not undergone any teacher training programme to become teaching faculty at medical colleges.

### KEYWORDS

Mini-Teaching, Medical College, Teaching Skill, Assessment.

### INTRODUCTION

Since it is not thought to be essential for their hiring or for their effective ongoing performance until CBME, medical teachers typically do not receive specialized training in pedagogical techniques. As a result, their capacity to instruct is mostly dependent on self-training, either through observation of colleagues who may or may not be useful role models or by trial and error while instructing.(1)

A modified concept called mini teaching has been propounded by Hargie *et al* in 1976.(2) The purpose of mini-teaching is similar to microteaching, practicing teaching skills in a controlled low risk environment. The real difference between mini-teaching and microteaching is that there is no reteach session in mini-teaching session.

In other words, mini-teaching is a great method to learn and practice providing constructive criticism, explore a variety of lecturing or tutoring approaches, and develop skills and confidence. A short lesson of 10-15 minutes presented before a group of peers, supervisor and subject expert concentrating on one or two teaching skills and give feedback after presentation.(3)

The primary goal of these professional development programs is to enhance a crucial aspect of teacher education, which is the caliber of teachers and their

general effectiveness in creating and carrying out lessons.(4)

The goal of mini-teaching is to concentrate on improving and refining particular teaching techniques while eliminating mistakes. It makes it possible to comprehend actions that are crucial for teaching in the classroom and boosts the learner teacher's confidence. It offers professional oversight and helpful criticism.(5)

Lecturing still rules every classroom. Teaching is a great vocation that helps students become responsible members of society. The teaching profession is unlike any other due to its performance, experience, competency and practice, professional status recognized, and type of services provided.(6)

The kind of education our children receive is determined by the caliber of our teachers. In turn, the quality of instructors is undoubtedly influenced by how they were prepared by teacher training schools. Planning is therefore essential. The future of our nation will be shaped by our teachers, so teacher education must take on a significant responsibility and use creative and efficient methods of teacher preparation.(6)

In spite of the fact that microteaching has been practiced widely in most universities during faculty development programme like basic course of medical education programme, training is conducted following the steps of microteaching, but its actual efficacy has not been

studied systematically. Presently in revised basic course it is replaced by lesson plan.(7) This study aims to measure the effectiveness of mini-teaching in causing teachers to undergo developmental transformation. With this background a study was planned to assess the faculty performance in teaching skills and to give feedback based on their assessment.

**MATERIAL & METHODS**

It was cross-sectional study conducted in Tertiary-care teaching medical college. After taking institutional ethical committee clearance and consent from the participants, the study was conducted. The participants' confidentiality was maintained. A total of 108 faculty participated in study. The faculties of all subjects' and cadres were included in mini-teaching session. Before the implementation of Mini teaching session sensitization of mini-teaching was conducted for the entire faculty by Medical Education Unit (MEU) member. The calendar events of each department were planned with date and timing. Every 15-day one department is covered. Flexibility is given if any teaching programme planned in respective department and conference for change of dates. For each department letter was sent to Head of the department as a reminder one week prior to schedule date with enclosed list of participants. Also, as observer

letter of session and arrangements for 5 to 6 UGs, Interns and PGs from the respective department. Three observers were included in assessment for mini-teaching session [one MEU observer, one subject expert from MEU member list and HOD] and also students.

Using pre-validated checklist of 5-point Likert scale is used for assessment. Similarly for students also checklist was given. But for the present study we analyzed only faculty assessment. Based on performance of participants, the feedback was given to individual faculty at the end of their presentation individually.

**RESULTS**

A total of 156 faculty participated in study. The faculty of non-clinical and clinical subjects of all cadres of teachers were participated in mini-teaching session. Among the participants 98(63%) of them were males, 58 (37%) of them were females. Maximum number of faculties are from surgery & allied subject (44%), followed by medicine & allied (36%) and non-clinical subjects (20%). The cadre wise distribution maximum number of them belong to assistant professor (42%) followed by senior residents (31%) and least number were in professor cadre (7%).

**Table 1: Respondents variables association with teaching skills**

Parameters	Average (n=39)	Good (n=117)	Total (n=156)	Chi square	p- value
<b>Gender</b>					
Female	12 (30.8%)	46 (39.3%)	58 (37.2%)	0.915	P=0.339
Male	27 (69.2%)	71 (60.7%)	98(62.8%)		
<b>Departments</b>					
Medicine & allied	19 (48.7%)	37 (31.6%)	56 (35.9%)	13.754	P=0.001
Non-clinical	00 (0.0%)	32 (27.4%)	32 (20.5%)		
Surgery & allied	20 (51.3%)	48 (41.0%)	68 (43.6%)		
<b>Designation</b>					
Senior Resident	16 (41.0%)	32 (27.4%)	48 (30.8%)	9.480	P=0.040
Assistant Professor	13 (33.3%)	52 (44.4%)	65 (41.7%)		
Associate Professor	02 (5.1%)	02 (1.7%)	04 (2.6%)		
Professor	05 (12.8%)	06 (5.1%)	11 (7.1%)		
<b>Training Course</b>					
Yes	22 (56.4%)	76 (65.0%)	98 (62.8%)	35.187	P<0.001
No	17 (43.6%)	41 (35.0%)	58 (37.2%)		

About 98% of them have undergone one or the other training programe related to faculty development programme. Majority of the faculty has secured good score (75%) according to observer checklist followed by average score (25%). Maximum numbers of faculties were male but there no statistically significant association is observed between them with related to teaching skill in the present study. Majority of faculties secured average score was good in teaching skill (Table 1).

The significant association was observed between the Department wise (P=0001), Faculty Designation (P=0.040) with related to teaching skills. Similarly significant association was found with related faculty development training and teaching skills (P=0.001).

**DISCUSSION**

A teacher training method called mini-teaching gives educators the chance to enhance their teaching abilities by doing a variety of easy tasks known as teaching skills. Every applicant has some teaching skill prior to teacher training, even if they have no prior teaching experience. However, teaching is regarded as a complicated phenomenon. Because of this, they looked for new teaching methods that would help practitioners learn how to teach in a variety of ways. Mini-teaching is one of these crucial methods. However, there isn't any literature on mini-teaching available.

In present study it was observed significant association between department wise and teaching skill, this could be due the reason that pre and para clinical subject faculty has undergone pedagogy in their student life.

Faculty training programme and teaching skill shows significant association this shows that there is a need of FDP like Revised basic course in Medical Education Technology. In present study it was also, observed significant association with related to designation. It could be due to experience in teaching will definitely increase the teaching skills.

Following five sessions, microteaching demonstrated a statistically significant improvement in the participants' behavior. There was a statistically significant improvement in every scale parameter. Though the participants felt that this method was useful, the majority of them felt it is a very time-consuming process requiring resources.(7)

Real-time teaching experiences are facilitated by mini-teaching. Pre-service teachers can master the art of teaching more easily and effectively thanks to the fundamentals of mini-teaching presenting skills. This method has had a significant impact on education in all fields and in many different ways. The requirement for specialized training and skill monitoring for teachers to continue performing effectively at any age is anticipated by the new developments in Indian teacher education and the role of educators.(5)

#### CONCLUSION

Faculty development training programme is a need of hour. All the medical colleges should implement micro/mini teaching session before taking faculty into medical college as a teacher because we have not undergone any teacher training programme to become teaching faculty at medical colleges.

#### AUTHORS CONTRIBUTION

All authors have contributed equally.

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Nil

#### CONFLICT OF INTEREST

There are no conflicts of interest.

#### DECLARATION OF GENERATIVE AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

The authors haven't used any generative AI/AI assisted technologies in the writing process.

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