



## Role of Medical College Teacher- Healer, Teacher, Researcher: What is Most Important?

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It is very honorable and prestigious position for a doctor, if he becomes a faculty in a medical college. Not only does he contribute to taking care of patients, but also takes pride in teaching medical students, who will be the future healers. Traditionally, the merit of a doctor was judged by the patients he had healed and by the value of the classes he had taken for the students, which earned him respect and fame.

In the present time, a medical college doctor has to necessarily do some research which may be collecting data of a particular disease or conducting some new experimental studies. The knowledge gained is supposed to benefit the mankind, which is the aim of these projects. Research papers are written to disseminate information and knowledge gained through such projects or life experiences in dealing with difficult cases. These are to be appreciated if they fulfill the purpose of creating additional knowledge for the benefit of the mankind. However, if a worth of a faculty is judged by the research papers and projects instead of their ability to treat and teach, it may have its own adverse effects. Many faculties will devote more time to writing papers and research projects instead of treating patients and teaching students, as it makes them more worthy of an academic promotion. In a senior post sometimes, writing papers and projects may be deputed to juniors and the first name will be of senior faculty.

The aim of this article is to highlight the fact that assessing a worth of faculty on the basis of number of research papers and projects only, may lead to less worthy people, who may not be good healer or teacher gets precedence over others. Feedback from students and patients being treated may be considered a better and fairer way of assessing meritorious faculty.

Interview based assessment should comprise of questions to find analytical skills in a difficult situation faced while taking care of patients or challenges in medical education. Focusing only on research papers and projects may give us paper leaders, who may be greatly deficient in their leadership skills, when challenging situations needs to be dealt with.

Other problem associated with publishing articles is to differentiate between predatory and legitimate journals, as no classified and established data base is available, so that the author can differentiate between them. In an article written by Kelly D Cobey, the common views about predatory journals may not always be true and grey zone between legitimate and predatory journals exists [1]. There is no general consensus on which characteristics or set of characteristics constitute predation.

Quality open access (OA) publishing of cancer research involves an average publishing fee of around 1500 USD, which poses a challenge for low and middle-income countries (LMICs) where per capita income is low. So, authors end up paying exorbitant publishing charges out of pocket to get their quality scientific work published for sake of securing academic promotions. In countries like India and other LMICs the funding agencies have so far not addressed this problem [2]. A study found potential predatory journal charge considerably smaller (median 100 USD) than an Open access journal (median 1865 USD) subscription-based hybrid journal as 3000 USD [3]. To conclude, I would say that research papers and projects should be encouraged but should not be major basis for assessing the worth of faculty in medical colleges. This is a thought to ponder on, for policy makers, to select people of high caliber and character to be the leaders in medical education.

### Bibliography

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