

NMC Nodal Centre for National Faculty Development
Jawaharlal Nehru Medical College, Sawangi (Meghe), Wardha
List of Resource Faculty

Dr. Abhay Mudey, Dean and Chairman, NMC, Nodal Centre, JNMC

Dr. Tripti Srivastava, Director, IQAC, DMIMS (DU), Convener, NMC Nodal Centre, JNMC

Sr. No.	Name	Designation & Department
1.	Dr. Lalit Waghmare	Hon'ble Pro Vice Chancellor, DMIMS (DU) Professor, Department of Physiology
2.	Dr. Babaji Ghewade	Hon'ble Registrar, DMIMS (DU) Professor, Department of Respiratory Medicine
3.	Dr. Sandeep Shrivastava	CEO, AVBRH Hospitals Professor, Department of Orthopedics
4.	Dr. Mrs. Sunita Vagha	Dean, Academics, JNMC Professor and Head, Pathology
5.	Dr. Swanand Pathak	Director, SHPER Professor, Pharmacology
6.	Dr. Alka Rawekar	Dean, Allied Health Sciences, Professor, Physiology and Co convener (ACME), NMC Nodal Centre
7.	Dr. Gaurav Mishra	Dean, Interdisciplinary Health Sciences, JNMC Associate Professor, Department of Radiodiagnosis
8.	Dr. Archana Dhok	Professor and Head , Biochemistry Co-convener (rBCW), NMC Nodal Centre
9.	Dr C. Mahakalkar	CMS, AVBRH Professor, Department of Surgery
10.	Dr. Adarshlata Singh	Professor, Department of Dermatology Convener, Ph D Cell
11.	Dr. Jayant Vagha	Professor, Department of Pediatrics
12.	Dr. Sachin Damke	Professor and Head, Department of Pediatrics
13.	Dr. Sonali Choudhari	Professor, Department of Community Medicine
14.	Dr. Abhishek Ingole	Associate Professor, Department of Community Medicine
15.	Dr. M. Yeola (Pate)	Professor & Head, Department of Surgery
16.	Dr. Meghali Kaple	Professor, Department of Biochemistry
17.	Dr. Ashish Anjankar	Professor, Department of Biochemistry
18.	Dr Shubhada Gade	Professor and Head, Department of Physiology

The various activities undertaken by NMC Nodal centre for National Faculty Development in last decade are;

1. Organise NMC recognised rBCW in Medical Education at the centre
2. Organise NMC recognised AETCOM sensitisation at the centre
3. Organise NMC recognized Curriculum Implementation Support Program (CISP) at the centre
4. Support and observe rBCW that are organised at allocated Medical colleges
5. Organise Advance course in medical education (includes on-site and online e learning sessions and short term educational projects)
6. Organise In-house Basic and Advance course in Health professions education in collaboration with School of Health Professions and Research, DMIMS(DU)
7. Evaluate all such workshops

Details of Workshop (revised) NMC Basic Course in Medical Education, AETCOM sensitization, NMC Advance Course in Medical Education and Curriculum Implementation Support Program (2009- 2020)

1. Workshops conducted at the centre: NMC Nodal centre for National Faculty Development has successfully organized a total of 57 (revised) workshops over a period of 10 years that includes 25 RBCW, 12 AETCOM sensitization, 10 CISP and 10 ACME. The total number of beneficiaries from these workshops are 1495.

Year (July to June)	Basic Course Workshop	Number of Beneficiaries	Advance Course Workshop	Number of Beneficiaries	AETCOM Sensitization program	Number of Beneficiaries	CISP	Number of Beneficiaries	Number of Beneficiaries
2009-2010	2	50	-	-	-	-	-	-	50
2010-2011	3	80	-	-	-	-	-	-	80
2011-2012	3	94	-	-	-	-	-	-	94
2012-2013	2	52	-	-	-	-	-	-	52
2013-2014	2	56	-	-	-	-	-	-	56
2014-2015	2	57	2	42	-	-	-	-	99
2015-2016	3	69	2	42	3	71	-	-	182
2016-2017	3	87	-	-	3	81	-	-	168
2017-2018	3	60	1	23	2	56	-	-	139
2018-2019	2	62	2	42	3	67	6	160	331
2019-2020	1	29	3	71	1	29	4	115	244
Total No of Beneficiaries	25	696	10	220	12	304	10	275	1495

2. NMC Basic course workshops, AETCOM Sensitization and CISP Observed / conducted at other Medical colleges: 95 workshops have been observed / conducted at allocated medical colleges during the year 2009-2020 and the total beneficiaries are 2591.

Year (July-June)	Basic Course Workshop conducted and observed	Number of Beneficiaries	AETCOM Sensitization program	Number of Beneficiaries	Curriculum Implementation Support Program (CISP)	Number of Beneficiaries
2009-2010	3	75	-	-	-	-
2010-2011	10	251	-	-	-	-
2011-2012	4	94	-	-	-	-
2012-2013	9	264	-	-	-	-
2013-2014	9	256	-	-	-	-
2014-2015	3	81	-	-	-	-
2015-2016	1	20	-	-	-	-
2016-2017	8	209	-	-	-	-
2017-2018	6	153	-	-	-	-
2018-2019	2	59	3	79	12	340
2019-2020	4	118	4	118	17	474
Total No of Beneficiaries	59	1580	07	197	29	814

3. In-house Workshops conducted: A total of 19 in-house Basic course, Re-orientation of Basic course and Advance course in medical education has been conducted by the centre. This was especially designed for Dental, Ayurved, Nursing, Physiotherapy and Pharmacy faculty. 533 participants were benefitted out of these workshops. This initiative of the centre in collaboration with School of Health Professions Education and Research resulted 100% faculty trained in Basic course in Health Professions Education.

Year (July to June)	Basic Course Workshop conducted at constituent colleges	Number of Beneficiaries	Reorientation Basic course workshop	Number of Beneficiaries	Advance Course Workshop	Number of Beneficiaries	Total No of Beneficiaries
2009-2010	-	-	-	-	-	-	-
2010-2011	-	-	-	-	-	-	-

2011-2012	1	22	3	175	-	-	197
2012-2013	-	-	1	68	-	-	68
2013-2014	-	-	1	37	2	53	90
2014-2015	-	-	-	-	2	44	44
2015-2016	3	49	-	-	-	-	49
2016-2017	1	23	-	-	-	-	23
2017-2018	1	62	-	-	-	-	62
2018-2019	1	13	-	-	-	-	13
2019-2020	3	96	-	-	-	-	96
Number of Beneficiaries	10	265	5	280	4	97	642

4. Total Number of NMC recognized and In-house workshops conducted and observed by Nodal Centre

Name	Number of Workshops	Number of beneficiaries
Workshop conducted at Centre (NMC basic course + AETCOM + NMC ACME +CISP)	57	1495
Workshop conducted/observed at other medical Institutes	95	2591
In house faculty development workshop	19	642
Total	171	4728

a. Faculty break up (cadre-wise and college wise) for NMC Basic course, NMC Advance course, AETCOM sensitization and CISP :

1. Faculty break up as per allocated Medical Colleges in NMC Basic course in Medical Education:

Sr. No.	Name of College	Professor	Associate Professor	Assistant Professor	Total
1.	Jawaharlal Nehru Medical College, Sawangi (Meghe), Wardha	169	162	365	696
2.	Dr. Punjabrao Deshmukh Memorial Medical College, Amaravati	19	28	52	99
3.	NKP Salve Institute of Medical Sciences & Research, Nagpur	76	113	173	362
4.	Bharati Vidyapeeth Deemed University Medical College, Pune	2	1	21	24
5.	B.J. Medical College, Pune	1	6	42	49

6.	Armed Forced Medical College, Pune	5	27	20	52
7.	Government Medical College, Nagpur	16	59	65	140
8.	Indira Gandhi Govt. Medical College, Nagpur	6	30	93	129
9.	K.J. Somaiya Medical College, Mumbai	2	2	18	22
10.	MUHS, Nashik	10	4	18	32
11.	Mahatma Gandhi Institute of Medical Sciences, Sewagram	29	20	70	119
12.	Rajiv Gandhi Institute of Medical Sciences, Adilabad	10	10	46	66
13.	Dr. Ulhas Patil Medical College, Jalgaon	6	6	17	29
14.	Vasantrao Naik Government Medical College, Yavatmal	14	23	57	94
15.	Government Medical College, Latur	12	12	41	65
16.	Maharashtra Institute of Medical Sciences & Research, Latur	19	14	32	65
17.	Sri. Ramatirth Rural Medical College, Ambajogai	2	3	23	28
18.	Dr. Shankarrao Chavan Government Medical College, Nanded	3	8	18	29
19.	JIIU's Indian Institute of Medical Sciences and Research, Warudi, Jalana	5	6	18	29
20.	SMBT Medical College, Nashik	5	8	17	30
21.	Bharathi Vidyapeeth (DU) and Medical College, Sangali	17	5	7	29
22.	Shri Shankaracharya Institute of Medical Sciences, Bhilai	9	7	12	28
23.	Government Medical College, Akola	8	17	5	30
24.	Government Medical College, Gondia	2	7	21	30
	Total Workshop- 84	447 (19.63%)	578 (25.39%)	1251 (54.96%)	2276

2. Faculty break up as per allocated medical Colleges for NMC Advance course in Medical Education

SN	Name of Institute	Professor	Associate Professor	Assistant Professor	Total
1	Jawaharlal Nehru Medical College, Sawangi (Meghe)	17	12	13	42
2	Dr. Punjabrao Memorial Medical College, Amaravati	2	3	1	6
3	Sh. Vasanttrao Naik Govt. Medical College, Yavatmal	1	5	5	11
4	Govt. Medical College, Akola	1	4	2	7
5	N.K.P. Salve Institute of Medical Sciences, Nagpur	8	10	2	20
6	Govt. Medical College, Nagpur	5	5	3	13
7	Indira Gandhi Medical College, Nagpur	1	6	1	8
8	Mahatma Gandhi Institute of Medical Sciences, Sevagram, Wardha	9	7	5	21
9	Ulhas Patil Medical College, Jalgaon	-	1	-	1
10	Maharashtra Institute of Medical Sciences & Research, Ambajogai	-	2	-	2
11	KPC Medical College, Jadavpur	2	2	-	4
12	Era's Lucknow Medical college & Hospital, Lucknow	1	1	-	2
13	Institute of Post Graduate Medical Education and Research, Kolkata, West Bengal	-	-	-	-
14	Calcutta National Medical College, Kolkata, West Bengal	2	1	2	5
15	PGIMSR, Joka, Kolkata	5	3	2	10
16	R.G Kar Medical College, Kolkata	-	2	-	2
17	Medical Education Unit, North Bengal Medical College, Darjeeling	-	1	-	1
18	IQ-City Medical College, Sovapur, Bijra Road, Jaymua, Durgapur-Dist.,Burdwan, West Bengal	3	4	1	8
19	Burdwan Medical College,Burdwan-713104, West Bengal	-	-	-	-
20	B.R.D. Medical College, Gorakhpur	-	1	1	2
21	BS Medical college, Bankura, West Bengal	2	2	-	4
23	North Eastern Indira Gandhi Regional Institute of Medical Sciences and Reaearch, Shilong	-	6	5	11

24	Government Medical College, Chandrapur	1	-	-	1
25	Indian Institute of Medical Sciences, Warudi, Jalana	3	1	-	4
26	Government Medical College, Faizabad, UP	1	-	-	1
27	Mayo Institute of Medical Sciences, West Bengal	-	1	1	2
28	Institute of Medical Sciences, Varanasi	-	2	-	2
29	SRT Rural Government Medical College, Ambejogai	1	-	-	1
30	Nilratan Sirkar Medical College, Kolkata	1	-	-	1
31	Rajiv Gandhi Institute of Medical Sciences, Adilabad	1	2		3
32	Malda Medical College, West Bengal	1	-	-	1
33	Murshidabad Medical College, Murshidabad, West Bengal	2	-	--	2
34	Government Medical College, Azamgarh	1	-	3	4
35	College of Medicine and JNM Hospital, Kalyani Nadia	3	1		4
36	SH Bhausaheb Hire Government Medical College, Dhule	-	1	-	1
37	Career Institute of Medical Sciences, Lucknow	3	4	1	8
38	King George Medical College, Lucknow	1	1		2
39	Integral Institute of Medical Sciences, Lucknow	1			1
40	Mulayam Singh Yadav Medical College, Meerut	1			1
41	ICARE Institute of Medical Sciences & Research, Haldia, WB	-	1		1
	Total workshop- 10	80 (36.36%)	92 (41.81%)	48 (21.81%)	220

3. Faculty break up as per allocated medical colleges in AETCOM Sensitization

Sr. No.	Name of College	Professor	Associate Professor	Assistant Professor	Total
1.	Jawaharlal Nehru Medical College, Sawangi (Meghe), Wardha	43	23	69	135
2.	Dr. Punjabrao Deshmukh Memorial Medical College, Amaravati	3	3	2	8
3.	NKP Salve Institute of Medical Sciences & Research, Nagpur	6	5	3	14
4.	Government Medical College, Nagpur	5	7	2	14
5.	Indira Gandhi Govt. Medical College, Nagpur	1	3	2	6
6.	Mahatma Gandhi Institute of Medical Sciences, Sewagram	11	5	3	19

7.	Rajiv Gandhi Institute of Medical Sciences, Adilabad	-	4	-	4
8.	Dr. Ulhas Patil Medical College, Jalgaon	2	3	1	6
9.	Vasantrao Naik Government Medical College, Yavatmal	6	2	1	9
10.	Government Medical College, Latur	3	2	-	5
11.	Maharashtra Institute of Medical Sciences & Research, Latur	2	2	1	5
12.	Dr. Shankarrao Chavan Government Medical College, Nanded	5	3	1	9
13.	JIIU's Indian Institute of Medical Sciences and Research, Warudi, Jalana	6	3	1	10
14.	Government Medical College, Chanrapur	8	6	4	18
15.	Government Medical College, Gondia	1	8	2	11
16.	Government Medical College, Dhule	1	4	-	5
17.	Shri Shankaracharya Institute of Medical Sciences, Bhilai	1	5	4	10
18.	Government Medical College, Akola	1	5	2	8
19.	Kashibai Navale Institute of Medical Sciences, Narhe	2	-	-	2
20.	SRT Rural Government Medical College, Ambejogai	1	2	-	3
21.	Krishna Institute of Medical Sciences, Karad	-	1	-	1
22.	Prakash Institute of Medical Sciences, Sangali	01	1	-	2
	Total workshop - 12	109 (35.85%)	97 (31.90%)	98 (32.23%)	304

4. Faculty break up as per allocated medical colleges in CISP

Sr. No.	Name of College	Professor	Associate Professor	Assistant Professor	Total
1.	Jawaharlal Nehru Medical College, Sawangi (Meghe), Wardha	58	20	39	117
2.	Dr. Punjabrao Deshmukh Memorial Medical College, Amaravati	4	2	1	7
3.	NKP Salve Institute of Medical Sciences & Research, Nagpur	7	5	1	13
4.	Government Medical College, Nagpur	2	5	1	8

5.	Indira Gandhi Govt. Medical College, Nagpur	4	3	1	8
6.	Mahatma Gandhi Institute of Medical Sciences, Sewagram	6	-	-	6
7.	Rajiv Gandhi Institute of Medical Sciences, Adilabad	-	4	-	4
8.	Vasantrao Naik Government Medical College, Yavatmal	4	3	-	7
09.	Government Medical College, Latur	3	5	-	8
10.	Maharashtra Institute of Medical Sciences & Research, Latur	6	1	-	7
11.	Government Medical College, Chandrapur	4	4	-	8
12.	Government Medical College, Gondia	2	5	-	7
13.	Shri Shankaracharya Institute of Medical Sciences, Bhilai	2	4	-	6
14.	Government Medical College, Akola	2	5	-	7
15.	SRT Rural Government Medical College, Ambejogai	2	5	-	7
16.	Krishna Institute of Medical Sciences, Karad	4	1	-	5
17.	Prakash Institute of Medical Sciences, Sangali	3	2	-	5
18.	Government Medical College, Dhule	3	2	-	5
19.	Kashibai Navale Institute of Medical Sciences, Narhe	5	-	-	5
20.	Dr. Ulhas Patil Medical College, Jalgaon	4	2	-	6
21.	Dr. Shankarrao Chavan Government Medical College, Nanded	4	-	-	4
22.	JIIU's Indian Institute of Medical Sciences and Research, Warudi, Jalana	3	2	-	5
23.	Bharati Vidyapeeth Medical College, Pune	2	1	-	3
24.	B J Medical College, Pune	3	2	-	5
25.	SMBT Medical College, Nashik	4	2	-	6
26.	Datta Meghe Medical College, Nagpur	2	4	-	6
	Total workshop - 10	143 (52%)	89 (32.36%)	43 (15.63%)	275

List of Projects of NMC Advance Course in Medical Education

Sr. No.	Name of Faculty	Title of Project
1.	Dr. Suresh Chari	Developing and Validating curriculum for Administration skills workshop for Departmental Heads of Medical Colleges.
2.	Dr. Satish Kumar	Need assessment of enhancing in weightage of Applied Biochemistry
3.	Dr. P.G. Dixit	Competency based postgraduate curriculum in Forensic Medicine and Toxicology: A pilot study
4.	Dr. Sachin Hiware	Need assessment of incorporation of clinical oriented pharmacology instead of pharmacy in practical pharmacology
5.	Dr. P.D. Jalgaonkar	Role of Death Audit for improving learning habits of Resident Doctors
6.	Dr. Shubhada Gade	Use of Mini CEX as a Teaching Learning method in Physiology for Undergraduate MBBS students.
7.	Dr. Madhur Gupta	Parent Teacher Meeting – Attitude of Stakeholders
8.	Dr. Neena Nagdeo	Awareness and Training of Interns regarding use of Microbiology Requisition forms.
9.	Dr. M.R. Waikar	Perception of the Incharge sisters and the about the failure of appropriate of implementation of waste disposal inspite of training
10.	Dr. Sanjay Deshpande	Designing a pocket size dictionary (Marathi to English) to enhance communication skills of medical students in Vidarbha Region, Maharashtra
11.	Dr. Sachin Gadge	Need of Forensic expert in casualty ward of a rural teaching hospital
12.	Dr. Sushma Thakre	A need assessment for mobile technology use in Medical Education
13.	Dr. Ann Wilkinson	Use of role play in sensitizing under graduate medical students in breaking bad news
14.	Dr. Sandeep V. Pakhale	Students self prepared charts: Does it help to enhance learning gross anatomy in I MBBS?
15.	Dr. Snehlata R. Hingway	“A day at the museum” An undergraduate students perception about the utility of the Pathology museum
16.	Dr. Uday Narlawar	Impact of microteaching on improving teaching skills of junior faculties in department of Community Medicine, Govt. Medical College, Nagpur
17.	Dr. Ramdas Surwase	Traditional /Demonstration versus modified traditional demonstration in Department of Anatomy
18.	Dr. Manish Shrigiriwar	Assessing the need of incorporation of Clinical Forensic Medicine in Undergraduate curriculum.
19.	Dr. Pradeep Jalgaonkar	Role of death audit as a learning tool for post graduate students.
20.	Dr. Akash Saoji	Impact of need based sensitization of resident doctors for improvement in prescription writing
21.	Dr Ajay Meshram	Comparative analysis of structured group discussion versus problem based learning as a learning method for undergraduates in biochemistry

22.	Dr Roshan Bhaire	Impact of utilization of complete hand outs as a learning tool for didactic lectures.
23.	Dr Sharad Kuchewar	Effectiveness Of Didactic Lecture And Demonstration In improving The Competency Of Interns In Writing Injury Certificate
24.	Dr Gargi Mude	Assessment of objectively structured viva voce in undergraduate medical students.
25.	Dr Sanhita Mukharjee	Usefulness of animal simulator software in teaching Amphibian Physiology Practical for 1 st prof. M.B.B.S. students.
26.	Dr Sonia Gon	Effectivity of e-learning through whatsapp as a teaching-learning tool.
27.	Dr Rahul Narang	The effect of Jigsaw Technique of cooperative learning: A study on second MBBS students learning Hypersensitivity
28.	Dr Pulak Panda	Comparison of small group teaching with Conventional lecture class teaching for the MBBS students during their course of study
29.	Dr Sandeep Kokate	Development and implementation of Training module on Biomedical waste segregation for Nursing staff of Tertiary care hospital.
30.	Dr Mehul Salve	Comparing two different simulations regarding management of post partum hemorrhage (PPH)
31.	Dr Arunita Jagzape	Assessment of Knowledge of the medical students regarding the terminologies in medical education in their study career
32.	Dr Atul Tayde	The impact of video assisted training (VAT) on slow learners.
33.	Dr Surekha Meshram	To Study the Perception of First Year MBBS Students Towards Early Clinical Exposure in Anatomy.
34.	Dr Meenal Kulkarni	Assessment of empathy among under graduate medical students.
35.	Dr Joya Ghosh	Concept Map As A Reinforcement Method Of Teaching Biochemistry.
36.	Dr Kishor Ingole	Impact of sensitization about hand washing on second MBBS medical students.
37.	Dr Shubhda Deshmukh	Comparison of CBL and seminar as a learning tool amongst Junior residents in Anesthesiology for interpretation of arterial Blood Gas report.
38.	Dr Anil Warkar	Introduction to Early Clinical Exposure as Learning Tool in Physiology.
39.	Dr Surekha Tayde	Introducing Mini Clinical Evaluation Exercise (Mini CEX) as a learning tool in resident training program at Obstetrics and Gynecology of a rural medical school.
40.	Dr N.K. Gupta	Impact of peer group based learning on performance of peer.
41.	Dr Sarbari Swaika	Role of simulation as a Teaching-Learning Tool for interns.
42.	Dr Sandeep Shrivastava	A Study on Academic Appraisal Program
43.	Dr. Nalini Arora	Evaluation of effectiveness of problem based learning compared to conventional teaching of undergraduate students in emergency obstetric care

44.	Dr. Jwalant Eknath Waghmare	Early clinical exposure in Anatomy with FLIP class.
45.	Dr. Kshama Kedar	Structured case based discussion as a modality of post graduate OBGY teaching
46.	Dr. Manjusha Deotale	Assessing learning style preferences among medical undergraduates and its impact on their academic performance.
47.	Dr. Neelam Mishra	Early Clinical Exposure as a Method to Augment Context Based Learning Among 1st Year Students
48.	Dr. Vivek Harkare	Introducing OMP for clinical teaching in ENT to Post graduate students
49.	Dr. Soumya Chakraborty	Perceptions of 1 st year MBBS students regarding utilization of e-learning tools for collaborative learning in Anatomy
50.	Dr. Kalyan Khan	Computer Assisted Learning versus Conventional Methods for Pathology Tutorials – A Comparative Study
51.	Dr. Namit Kant Sing	Assessment of Videos Assisted Learning in developing Skill of advising Intranasal Corticosteroids spray
52.	Dr. Meena Mishra	To assess the effectiveness of Jigsaw classroom technique of cooperative learning as the teaching learning tool in Microbiology in the undergraduate students.
53.	Dr. Anjan Adhikari	Perception of Medical Teachers towards Undergraduate Medical Theoretical Assessment System in a Medical College of West Bengal
54.	Dr. Tanuja Manohar	Impact of structured bedside clinic module on students' learning
55.	Dr. Booloo Sharma	To evaluate the effectiveness of small group discussions among the undergraduate medical students
56.	Dr. Naina Kumar	Effectivity of Simulation technique in Teaching-Learning process for Prevention and Management of Post-partum Hemorrhage amongst Post-graduate students of Department of Obstetrics and Gynecology".
57.	Dr. Ranjana Kale	Evaluation and comparison of chalkboard ppt and combination of chalkboard ppt in II MBBS students
58.	Dr. Sushma Pande	Perception of trained faculty about Basic course in Medical Education Technology: Suggestions and Recommendations.
59.	Dr. Dipti Chand	Multi source feedback as a formative assessment tool for Postgraduate students of Medicine
60.	Dr. Julie Bhattacharya	Introduction of MCQ's as assessment tools in Physiology
61.	Dr. Suryabhan Lokhande	Small group based self directed learning among undergraduate students in Biochemistry.
62.	Dr. Sonia Jain	Objective Structured Long Examination Record (OSLER): Evaluation tool for Teaching -learning in postgraduate students in Dermatology.
63.	Dr. Radha Munje	Need based assessment of introduction of DOTS centre visit to learn implementation of RNTCP in UG curriculum
64.	Dr. Y. R. Kulkarni	Evaluation of the MCQ's in Anatomy Preliminary examinations by Item Analysis : A retrospective study
65.	Dr. Kalpana Date	Effectiveness of inquiry based learning (IBL): An innovative way to learn sterilization and disinfection in Microbiology

66.	Dr. Jyortirmay Kirtania	Learning curve of fresher postgraduates in managing serious adverse events on an anesthesia simulator.
67.	Dr. Subhabrata Sengupta	Minimizing subjective inter assessor variation in scoring of long answer type questions
68.	Dr. Jamal Haider	“Comparative evaluation of CAL and traditional experimental pharmacology in learning the experimental pharmacology practical in 4th semester medical undergraduate students.”
69.	Dr. Manish Kumar Singh	Utility of mini-Clinical Evaluation Exercise (mini-CEX) as a teaching learning tool in enhancing skills of Interns
70.	Dr. Sonali Chaudhary	Use of 'Concept mapping' as a self directed learning tool in Community based medical education
71.	Dr. Pratibha Kale	Perception of medical undergraduates regarding the factors facilitating & hindering the learning in didactic lecture.
72.	Dr. Varsha Bijwe	Comparison between demonstration and video assisted teaching in enhancing psychomotor skills in interns.
73.	Dr. Milind Jagtap	Impact and effectiveness of Community based medical education (CBME), counseling of diabetic patients by a Learn (K) and Experience (KH) approach by the medical students under supervision.
74.	Dr. Deepali Onkar	Perceptions of 1st MBBS students towards ethical aspects related to anatomy
75.	Dr. Meenakshi Girish	Utility of low fidelity manikins for learning high quality chest compressions
76.	Dr. Amruta Dashputra	Applicability of Team based learning in Pharmacology
77.	Dr. Suchi Jain	Assessment of performance over competence after a simulation based training among post graduates of obstetrics
78.	Dr. Vishakha Jain	Efficacy of SNAPPS technique for facilitating learning/clinical reasoning in outpatient setting.
79.	Dr. Abhishek V Raut	Reflection and Peer-Feedback for augmenting Emotional Intelligence among undergraduate students: a quasi-experimental study from a rural medical college in central India
80.	Dr. Archana Kannamvar	‘Peer physical examination’ as a tool to facilitate low achiever students, for learning of living human anatomy and clinical skills.
81.	Dr. N S Dhaniwala	Evaluation of efficacy of directly observed procedural skills (DOPS) as learning and evaluation tool in orthopedics
82.	Dr. Bhavna Kamble	Study the Effectiveness of multimedia as a learning tool for undergraduate medical students during ENT clinics.
83.	Dr. Smita Damke/Fule	Effectiveness of blend-in syndicate group method in practical classes among medical students in subject of Microbiology.
84.	Dr. Manish Swarnakar	Evaluation of Direct observation of Procedural Skills (DOPS) Test on selective skills of Surgery Residents.
85.	Dr. Asitava Deb Roy	Student evaluation of teaching – A tool for faculty development
86.	Dr Yookarin Khonglah	Curriculum and assessment in undergraduate pathology - need for revision with stress on clinical significance
87.	Dr. Rajendra Surpam	Comparative Study of Objectively Structured Versus Traditional Viva-Voce in Microbiology subject amongst second year MBBS students
88.	Dr. Sharat Agarwal	“MOVON” as a tool for UG formative assessment- A questionnaire based pilot study from North eastern India

89.	Dr. Nilima Bhise/Patil	360 degree evaluation of resident doctors in professionalism at SVNGMC Yavatmal.
90.	Dr. Ashish Anjankar	Assessing the need and rationale of incorporation of “Safety measures in Biochemistry Laboratory” in the existing undergraduate curriculum of Biochemistry
91.	Dr Smita Narad	Effectivity of Team based Learning Versus Problem based learning in teaching Biochemistry for first MBBS students.
92.	Dr. Kumud Harley	Effectiveness of Concept Mapping In Learning Clinical aspects of Biochemistry”
93.	Dr. Devashish Barik	Introduction of Formative assessment in post graduate education in orthopedics.
94.	Dr. Nilofer Mujawar	Mini c-ex to improve counseling skills, communication skills and professionalism of first year post graduate residents in pediatrics.
95.	Dr. Sachin Pawar	Study of the effectiveness of tutorials with advanced planning as a method of teaching undergraduate medical students
96.	Dr. Pradeep Bokariya	Case Based Scenarios followed by Practical Demonstration first for kinesthetic learning: A newer approach for Anatomy Learning
97.	Dr Vinod Shende	Study of usefulness of simulation based learning in first year medical students
98.	Dr. Jyoti Jain	Effectiveness of Health Care Ethics in Undergraduate Medical Curriculum: A Quasi-Experimental Study from Rural India.
99.	Dr. Archana Dhok	Based Teaching as a Reinforcing Tool for the Potential Learners
100.	Dr. Poorva Baburao Kardile	Utility of One minute preceptor in non clinical teaching (Anatomy)
101.	Dr. Pradnya Atram	Perception of first year medical students towards the use of role play in learning Physiology.
102.	Dr. Mrs. S. A. Inamdar	Role of simulation in demonstration of normal labour for post graduates
103.	Dr. Swapnil Patond	Early clinical exposure of Medicolegal cases in second year medical students in Forensic Medicine
104.	Dr. Anjali Chiwhane	Effect of poor handwriting on test scores in third year MBBS students.
105.	Dr. Sumedha Anjankar	Respect of human life even after death: an ethical concern of cadaver dissection.
106.	Dr. Rekha Khandelwal (4 th ACME)	Teaching and assessment of core residency competencies by Ophthalmic Clinical Evaluation Exercise (OCEX)
107.	Dr. Shilpa Gupta (4 th ACME)	Impact of structured Essay Questions As a tool for written assessment in MBBS Exam
108.	Dr. Ashis Kumar Saha	Introduction Of Objective Structured Clinical Examination (OSCE) To Final MBBS Students Of K P C Medical College & Hospital, Kolkata.
109.	Dr. Irandati Mukhopadhyay	Need Analysis for incorporation of Bioethics in undergraduate MBBS curriculum
110.	Dr. Ujjwal Bandyopadhyay	Teaching medical ethics and professionalism to undergraduate medical students in an innovative way.
111.	Dr. Ranjana Bandyopadhyay	Near peer mentoring of undergraduate medical students.

112.	Dr. Indranil Saha	Assessment of students' perception regarding educational environment from a Private Medical College of West Bengal
113.	Dr. Susmita Choudhari	Perception of patient safety among Medical Undergraduates in a Medical College Of West Bengal
114.	Dr Subrat Panda	Comparison of microteaching vs peer observed teaching in improving quality of teaching
115.	Dr. Rasika Gadkari	Utility of Digital pathology for Postgraduates in honing skills in Histopathology
116.	Dr. Sadhana Mahore	Introduction of one minute preceptor as a tool for teaching histopathology slides to postgraduate students in Pathology
117.	Dr Samir Dwidmuthe	Assessment of surgical skill of Orthopedics Postgraduate residents by OSATS
118.	Dr. Ruchi Kothari	Usage of social media as an adjunct for dispensing medical education: Teachers' perception in a Rural Medical College.
119.	Dr. Sanjivani Wanjari	Effectiveness of DOPS " Direct observation of procedural skills " as a method of formative assessment in improving clinical skills of postgraduate students in the department of obstetrics and gynecology.
120.	Dr. Avinash Taksande	The effect of induction program in newly enter undergraduate student in medical profession"
121.	Dr. Abhishek Ingole	The Clinical Triple Jump' assessment in Problem Based Learning: an evaluative method for undergraduate students in Community Medicine
122.	Dr. Keerti Swarnakar	Pediatric resident's perception of their competencies in communication skills
123.	Dr. St. Sally John	Inculcation of Communication Skills Training in the Curriculum of 2nd year General Nursing Students for Improved Patient Care.
124.	Dr. Vivek Agwan	Development and Evaluation of novel hand hygiene module, in imparting education of hand hygiene skills in undergraduate students of II MBBS.
125.	Dr. Pramita Muntode	Skill Development in Undergraduate students with the help of a newer teaching modality: Direct observation of Procedural Skills (DOPS)
126.	Dr. Komal Meshram	Scenario based instruction: A reverse approach for conceptual learning in Physiology.
127.	Dr. Yashwant Lamture	Effectiveness of box trainer to improve laparoscopic suturing skill in surgery.
128.	Dr. Pandurang M. Narhare	Problem Based Learning (PBL) – A supplementary tool in enhancing active learning in Physiology for first MBBS students
129.	Dr. Surajit Lahiri	To study utility of role play as a teaching modality for training interns in obtaining informed consent
130.	Dr. Ayan Kumar Pati	Assessment of knowledge, skills, confidence and perception in first year medical students undergoing basic life support training
131.	Dr. Pansy Lyall	Clinical skill training in first year undergraduate medical student using PAL(peer assisted learning) in department of physiology-A student centered approach
132.	Dr. Satyajit Saha	Supported Self-Directed Learning in Anatomy : The Dough nut Rounds

133.	DrAmitav Sarma	“Perception about the impact of Formative assessment on Summative assessment among the 3rd semester MBBS students in learning human anatomy”.
134.	DrBhupen Barman	Effectiveness of formal training in bioethics of 3rd semester undergraduate medical students in recognizing bioethical issues and principles in patient care
135.	Dr. Alka Singh	Effectiveness of Faculty development program in improving Teaching and Learning of undergraduate students in Mayo Institute of Medical Sciences, Barabanki, (U.P.).
136.	Dr. Sumit Sharma	A Teacher’s preference of an Ideal Learning Resource Material - Prescribed Textbooks / library resource material / Journals etc
137.	Dr. Soniya Arunkumar Gupta	Qualitative analysis of Multiple choice questions in Department of Anatomy
138.	Dr. Vinita Belsare	To study the efficacy of virtual teaching over the didactic (traditional) teaching method in first year MBBS students
139.	Dr. Samarth Shukla	Inculcating research methodology Related skill & aptitude amongst medical Undergraduates
140.	Dr. Sourya Acharya	“Educational Panel Discussions” as a model of Learning preferencein the subject of Medicine for Undergraduates of a medical university.
141.	Dr. Neema Acharya	Role of mock drills in competency based post graduate medical education.
142.	Dr. Anju Asia	Concept Mapping: A Meaningful Self directed learning tool for diverse learning styles.
143.	Dr. Leena V. Chimurkar (Madavi)	Assessment of Knowledge and Attitude towards generic medicines verses branded medicine in IInd MBBS students: A questionnaires based study.
144.	Dr. Kshirod Kumar Mishra	Attitude of Undergraduate Students towards Psychiatry training
145.	Dr. Devesh Gosavi	Comparative efficacy of Didactic lecture by a teacher and Seminar presentation by students as teaching learning tools
146.	Dr. Hussain Riyaz Zuberi	Attitude of First Year Medical Students in Dissection Hall
147.	Dr. Archana Dhotre	Introduction of professionalism in medical undergraduates at GMC, Nagpur
148.	Dr. Sarika Munghate	Assessment of Knowledge, attitude and practice in medical postgraduate students and medical teachers of GMC Nagpur regarding plagiarism
149.	Dr. Charuta Gadkari (6 th ACME)	Randomized Controlled Study on the Role of Structured Preoperative Anesthesia Counseling by Postgraduate Students in Anesthesiology
150.	Dr. Narender Kumar	Perception of UG students regarding learning biochemistry through poster presentation
151.	Dr. Ramesh Devidas Pawar	To Study the Challenges in implementation of “Foundation Course” of Newly Launch Competency Based Medical Education Curriculum by Medical Council of India in Indian Medical Colleges.
152.	Dr. Donkumar Khongwar	Incorporating AETCOM in clinical and bedside teaching: A study to examine the effect of real cases on students’ communication skills and

		ethics.
153.	Dr. Pragati Rathod	Usage of Smartphone as an academic learning tool in post graduate students of GMC, Nagpur.
154.	Dr Mandira Sharma	Objective Structured Practical Examination as an Assessment Tool: A Boon or.....
155.	Dr. Sarita Sharma	Dwindling Attendance of Undergraduate Medical Students - Reasons and Possible Solutions - A cross sectional study
156.	Dr. Gajanan Soyam	An evaluation of community based research activities by medical undergraduate in urban area.
157.	Dr. Chetan S. Urade	Development of a module of applied pharmacology for the physiotherapy curriculum – a multicentre study.
158.	Prof. Dr. Sudipa Biswas	Efficacy of orientation classes in local languages as a part of foundation course in new competency based medical education curriculum.
159.	Dr. Manushi Srivastava	Teaching Ethics amongst Medical Faculties: An e-Learning Intervention
160.	Dr. Sharad Mankar	Comparison between jigsaw and snowball method of active learning among first year medical undergraduates: An interventional study
161.	Dr Sonali S Patil	Medical undergraduate’s perspectives on educational environment: A cross sectional study.
162.	Dr. Himesh Barman	Faculty Development Program in India: Views and Ideas of faculty of a Medical College in Shillong
163.	Dr. Sagar Shankarrao Gaurkar	Video Demonstration versus Traditional Demonstration Of Skills In Postgraduate Students Of Otorhinolaryngology.
164.	Dr. Dinesh Chandra Pandey	Effectiveness of ‘Modular training on AETCOM competency of Breaking Bad News’ amongst medical students.
165.	Dr. Ujwala Ukey	Emotional Intelligence and academic performance of final year (7 th semester) medical students: A cross sectional study.
166.	Dr Sanjay Kumar	Summative assessment of the efficacy of Wet Labs in Cardiovascular surgical training
167.	Dr. Anjali Modak	LEARNING “Maintenance of Airway Technique “BY TEACHING
168.	Dr Prashant J Patil	Effectiveness Of “Five Minute Insight” As Classroom Assessment Technique In Students Formative Assessment.
169.	Dr. Sugat Jawade	Comparison of web (internet) sourced seminar vs. textbook sourced seminar in post graduate students
170.	Dr Himashree Bhattacharyya	Introduction of structured feedback for third year professional MBBS students in the Department of Community Medicine.
171.	Dr Happy Chutia	Introduction of Class-room quality circles among 1 st year MBBS students and its effect on students learning.
172.	Dr. Pushplata Sachan	Evaluation Of Communication Skill In History Taking For 2 nd Year MBBS Students Using Calgary–Cambridge Guide.
173.	Dr. Monika Rajani	Comparison of student performance by assessment through Objective Structured Practical Examination versus Conventional method for second year MBBS students in Microbiology
174.	Dr. Mehrunnisa	Assessment Of PSYCOMOTOR Skill In Interns In CIMS, Lucknow

175.	Dr. Lata B. Buktar	To assess blood pressure measurement technique by OSPE in first year MBBS students.
176.	Prof. Dr. Parthaprati Pradhan	Effectiveness of supplementary teaching materials after Lecture on First year MBBS students of Bankura Sammilani Medical College, West Bengal.
177.	Dr. Aditya Prasad Sarkar	Perception of Stakeholders regarding the Educational Environment in Bankura Sammilani Medical College, West Bengal
178.	Dr. Karabi Baral	Effectiveness of Early Clinical Exposure in class room settings versus hospital settings in Anatomy
179.	Dr. S.N. Kanthikar	Effectiveness of case-based lectures over didactic lectures among II MBBS students of Pathology.
180.	Dr Dipmala Das	Evaluation of the mentorship program in IQ City Medical College, Durgapur
181.	Dr. Gajanan Atram	Study of Effectiveness of Stimulating Classroom Environment and Memorization Techniques By Real Life Scenario for Conceptual Learning in Physiology.
182.	Dr. Arindam Ghosh	Perceptions of medical faculties regarding various faculty development programs in regards to competency based medical education.
183.	Dr. Sharmista Biswas	Perceptions of Students and Teachers about the Continuous Formative Assessment in Teaching and Learning Anatomy in a Medical College of West Bengal
184.	Dr Lopamudra Dhar Choudhary	Impact of change in lifestyle counseling in undergraduate medical students to improve academic performance; an institution based prospective, cross-sectional study.
185.	Professor Dr. Nelay Sinha	An initially assisted and subsequently supervised approach to induct the internees towards writing a standard prescription for Dermatology OPD patients at a tertiary care Medical College of W Bengal.
186.	Dr. Barnik Choudhury	Critical appraisal of the new Pathology CBME curriculum amongst Pathology faculty of medical colleges of West Bengal.
187.	Dr. Anand Bihari	A comparative study between problems based learning (PBL) and traditional teaching technique for statistics among medical students
188.	Dr. Pawankumar Vishwakarma	Effectiveness of peer assisted vs traditional skill teaching among medical interns
189.	Dr. Ankit Srivastav	Assessment of educational environment of undergraduate students in a newly established medical college by using DREEM (Dundee ready education environment measure) questionnaire –a cross sectional study.
190.	Dr. Manisha Upadhyay	Faculty perception on Competency based medical education system and its acceptance.
191.	Dr. Prachi Dixit	The effect of microteaching and undergraduate syllabus sensitization workshop on teaching skills of postgraduate students for undergraduate teaching: A quasi experimental study
192.	Dr. Preeti Thute	Role of undergraduate medical students in designing teaching module in Anatomy for effective learning.

Decade Celebration of NMC Nodal centre for National faculty Development



GLIMPSES OF VARIOUS FACULTY DEVELOPMENT WORKSHOPS





