



DECADE REPORT

2009-2018

MCI NODAL CENTRE FOR NATIONAL FACULTY DEVELOPMENT

Jawaharlal Nehru Medical College

Sawangi (Meghe), Wardha

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MESSAGES



Dr. Vedprakash Mishra
Pro-Chancellor

Datta Meghe Institute of Medical Sciences
(Deemed to be University).

“It is curious that so many of our most important responsibilities are undertaken without significant preparation.”

- **George Miller**

Faculty Development in Medical Education has always been my quest. Being a teacher is not only a blessing but a power bestowed upon us to change the future. One cannot take this mantle without being adequately equipped with the scientific contours and latest updates of teaching technologies. How can we ensure competent Health professionals to the society and safeguard future of our nation, if not by training the teachers! This is exactly the simple logic that was envisaged for establishing 20 Regional and 10 Nodal centres as recognized centres for National faculty development program in Medical Education by Academic committee, Medical council of India .

Today, amidst an established and well structured Faculty Development Program in Medical Education across India, I am filled with a sense of pride and gratitude. From what appeared as a far- fetched dream, to one of the landmark policy frameworks in medical education, Faculty development initiatives, envisaged by Academic committee, Medical Council of India, has come a long way. Owning the vision and the creation, I feel immensely pleased to witness a successful decade of this venture and appreciative towards the medical teachers who have been key functionaries in this illustrious journey.

My salutations to the team for realizing this dream and I am sure the culture so developed will sustain and flourish in a meaningful way. I hereby ensure my continued patronage and backing in all such meaningful endeavours.

Yours Sincerely,

A handwritten signature in black ink, appearing to read 'Vedprakash Mishra'.

(Dr. Vedprakash Mishra)

Chancellor, Krishna Institute of Medical Sciences (Deemed to be University), Karad, MH
Chairman, Academic Committee, Medical Council of India, New Delhi



Dr. Rajiv Borle
Vice Chancellor

**Datta Meghe Institute of Medical Sciences
(Deemed to be University).**

MCI Nodal centre for National Faculty Development, Jawaharlal Nehru Medical College, has been a pride of our University since its inception. Its recognition as a ‘Regional Centre’ in 2009 and later ‘Nodal centre’ in 2014 for National faculty development program by Medical Council of India, relied upon us the responsibility of training Medical teachers in Medical Education technologies. It was not a mere task to be dispensed, but a greater mantle of transforming medical education of our country and thereby producing competent health professionals. One cannot deny the enormous role of a trainer’s skill in trainee’s professional development. Serving for this cause, the team has tirelessly conducted 88 workshops related to faculty development in Medical education, with 2322 Medical teachers as beneficiaries, spanning over 58 Medical Institutes across India. It has been an immensely satisfying journey. I congratulate my team who shouldered this responsibility with utmost sincerity and cognizable outcomes.

As the centre celebrates its decade of illustrious voyage, I offer my best wishes and a pledge to support their endeavors always. I am sure; Faculty development initiatives by the centre henceforth will flourish with enhanced vigor and will prove to be a cause and effect for improved health outcomes of the society.

Dr. Rajiv Borle

Vice Chancellor, DMIMS (DU)



Dr. (Mrs.) Neelam Mishra
Pro Vice Chancellor
Datta Meghe Institute of Medical Sciences
(Deemed to be University).

Hearty congratulations to MCI Nodal Centre for National Faculty Development, Jawaharlal Nehru Medical College, for completing a decade of meaningful endeavors towards the cause of faculty development.

It is a matter of great pride that the team has competently handled this responsibility and created a significant pool of well trained Medical teachers. The centre is not only leading in its efforts towards Faculty development in Medical Education Technologies, but also igniting the minds of Medical teachers towards Educational research and development. As a personal beneficiary of this centre, I can vouch on the need and necessity of such training programs for improving training in Health Professions. Realization of the positive impact of such Faculty development programs on teaching skills, our University has replicated such programs for Dental, Ayurveda, Nursing and Physiotherapy faculty as well.

I hope the team keeps up its good work by serving the Medical fraternity in an equally commendable manner in future and keep bringing glory to the Institution.

Extending my appreciation for all the faculties of this Nodal Centre, I wish the Decade Celebration event a huge success.

Dr. (Mrs.) Neelam Mishra
Pro-Vice Chancellor,
DMIMS (DU)



Dr. S. S. Patel
Chief Co-ordinator
Datta Meghe Institute of Medical Sciences
(Deemed to be University).

Health is all about people. Every health system is occupied by the encounter between one set of people who need services and another who have been entrusted to deliver them. The context, content and conditions of the social effort to educate competent, caring and committed health professional are rapidly changing across time and space.

The medical education system in India is one of the largest in the world. Many Indian Clinicians emigrate to the United States, the United Kingdom, and several other countries. Hence, the Indian Medical Graduates are not only influencing the health care system of India but also the major country like USA. It is therefore essential for our medical teachers to be aware of the new developments and suitably adopt and apply them in their teaching and assessment practices for betterment of Indian Medical system.

The concept of teachers' training in India started in late seventies. In 1999, MCI insisted every medical college to have Medical Education Unit and since 2010, made it mandatory for every teacher to undergo basic level training in Medical Education, creating a tiered approach to faculty development in medical education.

The paradigm shift in Medical education in India and the vision proposal document of MCI for reforms and restructuring Medical Education along with the venture of faculty development of MCI, through Nodal Center , shall definitely help in generating a vibrant task force, who shall carry forward the mantle of responsibility for the patients and the community as well.

I congratulate the team of JNMC Nodal Center for bringing out desired changes not only in their host University but also at other colleges attached to them.

I wish all the best for their future endeavors!!

Dr. S. S. Patel
Chief Co-ordinator, DMIMS (DU)



Dr. A. J. Anjankar
Registrar
Datta Meghe Institute of Medical Sciences
(Deemed to be University).

Faculty development in India began in 1976 with the first National Teacher Training Centre (NTTC) at JIPMER, Pondicherry. Much later in 1997, the Medical Council of India (MCI) recommended the establishment of Medical Education Unit (MEU) in each medical college with a purpose to organize FDP's, carry out research in education and promote continuing medical education.

Jawaharlal Nehru Medical College is one of the ten recognized nodal centres in the country for both, basic as well as advanced course. All the systems are well in place and are stabilized with respect to planning, execution and monitoring and as a result, it has won accolades many times in the past and brought laurels to the institute. Besides organizing basic course (revised) the centre is presently engaged in AETCOM sensitization along with online and onsite sessions of advance course in medical education for more than fifty medical colleges across India.

We are celebrating the achievement of the milestone of successful completion of a decade with a well deserved sense of accomplishment and a strong commitment for further consolidation. I am sure that the dedicated team of Nodal Centre working under a strong leadership shall leave no stone unturned to achieve further milestones in the years to come.

I congratulate Dr. (Mrs.) Tripti Shrivastava, Convener and her entire team of dedicated faculty members on occasion of a satisfying 'Dashak-poorti' and wish them success for all their future endeavors.

A handwritten signature in blue ink, appearing to be 'Anjankar', with a horizontal line underneath.

Registrar, DMIMS (DU)



Dr. Abhay Mudey
Dean
Jawaharlal Nehru Medical College,
Sawangi (Meghe), Wardha

At the outset I congratulate the Nodal Centre for Faculty Development, Jawaharlal Nehru Medical College, for successfully entering into its 10th year as MCI recognized Nodal Centre for National Faculty development. I am really excited to explore the 'Decade Report' to be released on dated 9th April 2018 as a part of 'Decade Celebration.'

It is a matter of privilege and profound pride for me to be a part of this MCI recognized Nodal Centre for National Faculty development. As the Nodal Centre for Faculty Development at Jawaharlal Nehru Medical College is towards completing ten years of its journey for faculty development in Medical Education Technologies in Medical Colleges, I am personally excited to witness the growth of this Nodal Centre over these many years and also wish it even more fame and recognition in future. Our Nodal Centre not only works for faculty development in the field of Medical Education Technologies but is also facilitating and guiding the faculties for Medical Education Research across institutions.

I sincerely congratulate and appreciate the faculty from Datta Meghe Institute of Medical Sciences-Deemed University (DMIMS-DU), who have been working wholeheartedly and effortlessly for various training programmes and workshops conducted by the Nodal Centre and various academic endeavours undertaken by them. I hope that the Nodal Centre will keep serving the Medical Teachers in an equally commendable manner in future and keep bringing glory to the Institution by its service.

I extend my appreciation for all the faculties of Nodal Centre and wish the Decade Celebration event a huge success. I am sure that the successful accomplishment of this decade celebration would emerge as 'milestone' worth credence.

Dr. Abhay Mudey
Dean, J.N. Medical College,
DMIMS (DU), Wardha.MS.

From the Convener's Desk



Dr. Tripti Srivastava
Convener,

MCI Nodal Centre, J.N. Medical College
Sawangi (Meghe), Wardha

My liaison with this centre started with just a curious interest in Medical Education Technologies and later paved the way for a keen inclination towards 'Training of Trainers'. As I look back over my association with this Nodal centre over the past decade, initially as a resource person and later as a convener; I actualized my growth as a teacher, a team member and a health professional. The prolific initiative by Medical Council of India in the form of structured Faculty Development Programs, gave J N Medical College a trustworthy recognition by identifying it as one of the Regional Centres and subsequently as Nodal Centre. We were quick to acknowledge that a concrete mission to work towards this cause had the potential to change the future of medical education of our country.

We remain ever grateful to Chairman, Academic committee, MCI, Prof. Emeritus Dr Vedprakash Mishra, Hon. Pro-chancellor, DMIMS(DU) for bestowing faith in our team and for his insightful guidance and relentless patronage. In fact, all the key administrators of the University have been strong pillars of support in the centre's every endeavour.

Today, the centre has a substantial share of contribution towards the trained pool of medical teachers of India and some notable achievements worth sharing. Ten years seem to have passed in the blink of an eye!

It has been a decade full of meaningful faculty development initiatives, working and reflecting as a team and continuously striving to perform in a consequential way. The faculty development programs have not only fostered a culture of 'trained medical teachers' but also changed their mind-sets for better.

The 'Decade report' is a conglomeration of the mandatory dispensations, salient contributions and creative ventures of JNMC as a Nodal centre for National faculty development.

Now that efforts are visible and achievements are noteworthy, we look forward to broaden our horizons and connect with International community of Medical Educators for sharing experiences and tangible collaborations.

Dr. Tripti K Srivastava

Convener, MCI Nodal Centre,
J.N. Medical College

PATRONS



Shri.Sagar Meghe
Member, BOM



Dr.Vedprakash Mishra
Pro-Chancellor



Shri.Sameer Meghe
Member, BOM



Dr.Rajiv Borle
Vice-Chancellor



Shri.Datta Meghe
Chancellor



Dr.Neelam Mishra
Pro-Vice-Chancellor



Dr.S.S.Patel
Chief Co-ordinator



Dr.A.J.Anjankar
Registrar

OFFICE BEARERS & RESOURCE FACULTY



Dr Abhay Mudey
Dean & Chairman , Nodal centre



Dr. V.K. Deshpande
Ex-Chairman



Dr. Sandeep Shrivastava
Ex-Dean & Chairman,
Nodal Center



Dr Sunita Vagha
Ex-Convener



Dr Alka Rawekar
Co-convener



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Co-convener – Basic course in ME



Dr Tripti Srivastava
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Dr Archana Dhok
Co-convener- Basic course



Dr. Jayant Vagha



Dr. Lalit Waghmare



Dr. Sonali Choudhary



Dr Swanand Pathak



Dr Sachin Damke



Dr C. Mahakalkar



Dr. Babaji Ghewade



Dr. Abhishek Ingole



Dr Suvarna Sande



Dr R.R. Fulzele



Dr Ujwal Gajbe



Dr Gaurav Mishra



Dr Meghali Kaple

EXECUTIVE SUMMARY

In consonance with the desired attributes of Indian Medical Graduate, the Academic committee, Medical Council of India (MCI), in 2009, under the chairmanship of Dr Vedprakash Mishra, initiated a systematic approach to faculty development in medical education through structured National Faculty Development Programme by recognising 8 (18 as in 2018) Medical colleges as **Regional** centres. Jawaharlal Nehru Medical college (JNMC) , DMIMS-DU was one such recognised regional centre to train medical teachers with 30 medical colleges allocated to the centre. The regional centres were also allotted with the responsibility of ensuring proper conduct of Basic courses at allocated colleges by deputing an observer from the centre. As an exemplary work in faculty development, this centre received a certificate of appreciation from MCI for training more than 1000 medical teachers in 2014. After July 2015, the Basic Course Workshop was revised by MCI to deal with competency based curriculum and renamed it as Revised Basic Course Workshop (RBCW). The Academic committee, under the same chairmanship, later introduced one year Advance course in Medical Education through 10 recognised colleges as **Nodal** centres. Based on the vast experience of similar in-house courses and trained resource persons, JNMC was recognised as one of the ten nodal centres in 2014.

A significant venture by MCI in 2015 was launch of a one day sensitisation program on Bioethics, Attitude & Communication Skills (AETCOM) for medical teachers. The program was structured through a module addressing the essential competencies for Attitude , Communication and Bioethics within the curriculum of medical undergraduates. This was also routed through the recognised Nodal & Regional centres.

The various activities undertaken by Nodal centre in last decade are ;

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

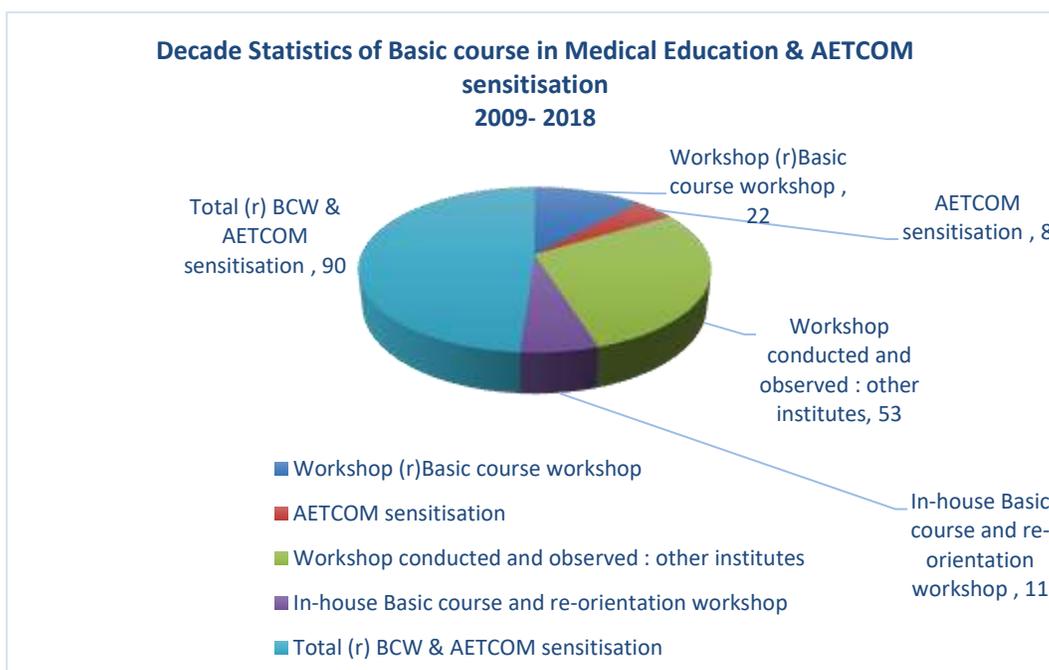
Allocated Medical Colleges : 18 and 58 Medical colleges are allocated to JNMC, Nodal centre for training in rBCW with AETCOM and Advance course in Medical education respectively, that span over the regions of Vidarbha, Uttar Pradesh ,West Bengal and Meghalaya.

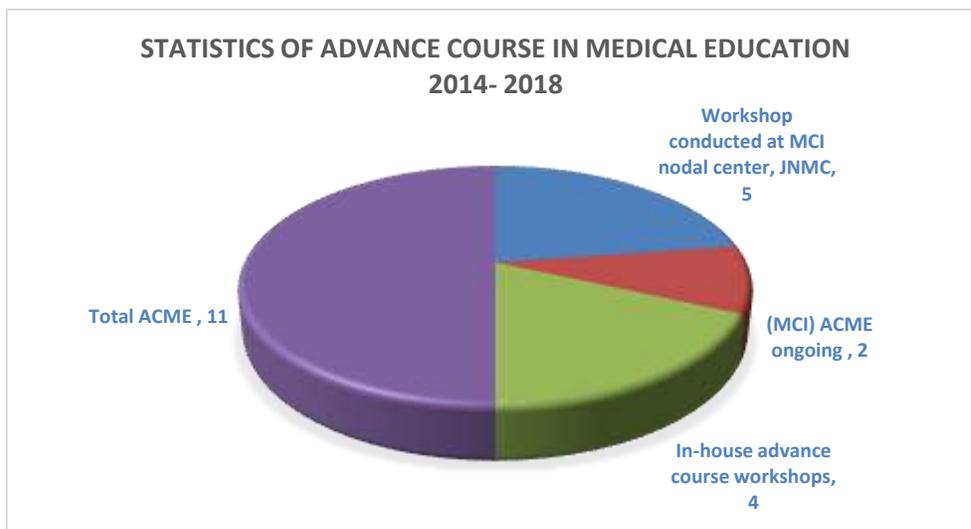
A. Decade statistics of Basic course in Medical Education &AETCOM sensitisation (2009- 2018):

Sr. no	Nature of Activities	Number of workshops	Beneficiaries
1	Workshop (r)Basic course workshop conducted at nodal centre	22	813
2	AETCOM sensitisation conducted at the centre	8	
3	Workshop conducted and observed at the other allocated colleges	53	1401
4	In-house Basic course and re-orientation workshop	11	436
5	Total	94	2650

B. Decade statistics of Advance course in Medical Education (2014- 2018)

Sr. no	Nature of Activities	Number of workshops	Beneficiaries
1	ACME conducted at nodal centre	5	107
2	In-house advance course workshops	4	97
	Total	11	204





a. Cognizable outcomes of Faculty Development Activities :

Scholarships of FDPs

- Educational Projects (MCI ACME) :84
- Publications : 24
- Presentations : 9
- Intellectual property rights: 2
- Adopted within curriculum : 12

Scholarships by Resource faculty

- Publications : 54
- Intellectual Property Rights: 41
- National & International recognitions : MCI, NAAC, FAIMER, AMEE
- Peer review board of Scholarly Journals

Decade Initiative

On the occasion of its decade celebration, JNMC Nodal centre for National faculty development undertakes a unique venture of promoting '**Inter Institutional Educational research projects**' with few chosen Medical colleges (from the allocated pool) across India. The initiative aims to encourage, promote, mentor and participate in generation of scientific data to inform, improve, and/or reform medical education of our country; thereby fostering a culture of educational research amongst medical teachers. **12** educational research projects are undertaken as a part of this initiative that represent **9** Medical colleges.

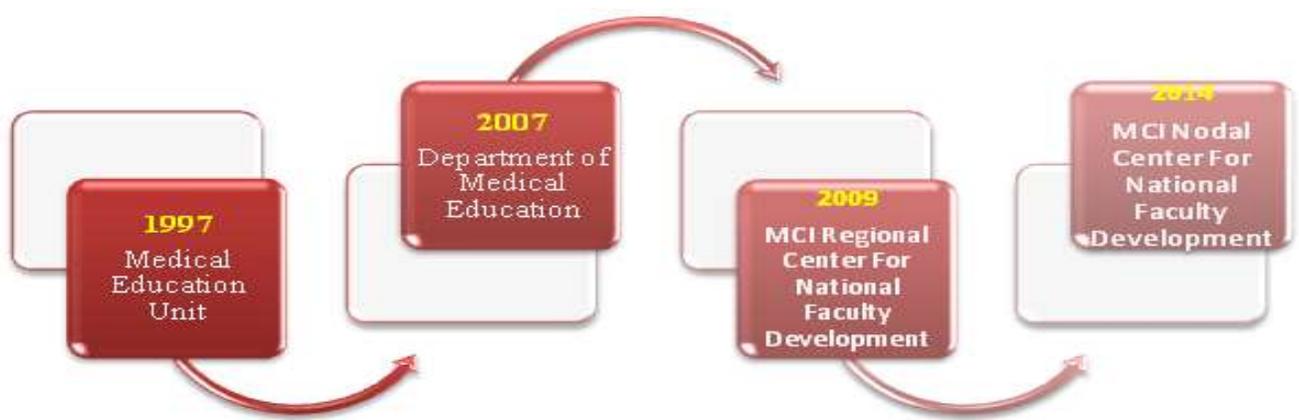
A Decade of Purposeful Faculty development initiatives

As per the guidelines of Medical Council of India, in the year 1997, *Medical Education Unit*(MEU) was established at Jawaharlal Nehru Medical College (JNMC). 2007; the Medical Education Unit was upgraded to the '**Department of Medical Education Technology**' (DOME) to take care of the academic ambience and faculty development. In consonance with the desired attributes of Indian Medical Graduate, the Academic committee, Medical Council of India, in 2009, under the chairmanship of Dr Vedprakash Mishra, , initiated a systematic approach to faculty development in medical education through structured National Faculty Development Programme across all medical colleges of India. This unique innovative faculty development program in medical education for capacity building by the regulatory body, started in 2009 with platinum jubilee celebrations of MCI wherein various medical colleges in the country conducted a one day program on various themes of medical education through their MEUs. Considering the quantum of work in the field of faculty development done by Medical Education Technology of JNMC, it was recognized by the MCI as **Regional Centre** for National Faculty development. It was one of the 8 regional centres (18 as on April 2018) in India with 30 medical colleges allocated to it. The unique venture conceptualised and actualised a three day well-structured formal training program 'Basic course workshop in Medical Education Technology' routed through the Regional centres for faculty development. As an exemplary work in faculty development, this centre received a **Certificate of Appreciation** from Medical council of India for training more than 1000 medical teachers in 2014.

After a committed and cognizable tenure of basic course in medical education, the Academic committee, under the same chairmanship, introduced an educational research driven Advance course in Medical Education (ACME) with a course duration of one year. For this venture, 10 regional centres were recognised as Nodal centres to conduct this course. The course comprises of onsite and online sessions and a mandatory educational research project. Based on the vast experience of similar in-house courses and well trained resource faculty, JNMC was recognised as one of the ten **Nodal centres** in 2014.

After July 2015, the Basic Course Workshop was revised by MCI to deal with competency based curriculum and renamed it as Revised Basic Course Workshop (RBCW) in Medical Education Technology. Regional & Nodal centres also help and monitor Basic Course Workshops organised at allocated medical colleges.

A significant venture by MCI in 2015 was launch of a one day sensitisation program on Bioethics, Attitude & Communication Skills (AETCOM) for medical teachers. The program was structured through a module addressing the essential competencies for Attitude, Communication and Bioethics within the curriculum of medical undergraduates. This was also routed through the recognised Nodal & Regional centres.



FACULTY DEVELOPMENT ACTIVITIES

The **Basic course in Medical Education**(revised in 2015) is a three day structured workshop in medical education technologies, designed to sensitize medical teachers towards Group dynamics, competency based curriculum, Teaching – Learning- Assessment methods and application of technology in TLA activities. The workshop involves various interactive sessions, exercises and learning resource material. Program evaluation is done by daily feedback, overall feedback and calculation of Learning gains by analyzing pre-test and post test scores. The report regarding demographic details of participants, session ratings with feedback and pre-test post- test analysis is submitted to Medical Council of India in a structured format. A total of 18 Medical colleges of Maharashtra are allocated to JNMC Nodal centre for (revised)Basic course in medical education and AETCOM sensitization. (list annexed)

Advance course in Medical Education(ACME) was launched by Medical Council of India (MCI) in 2014. It is a one year course with two onsite sessions spaced 6 months apart. It includes a short term educational research projects, observation of a faculty development program, e-poster presentation of project and participation in onsite and online e-learning sessions. The course is structured in such a way that it briefly revisits the course contents of Basic course and further deals in depth with TLA tools and methods, Program evaluation, Educational Research and Scholarships. It gives hands on experience of educational networking by carefully planned on-line, asynchronous e-learning sessions. Daily and overall feedback, pre-test and post-test serve as a method of evaluation of Advance course. The report regarding demographic details of participants, session ratings with feedback and pre-test post- test analysis is submitted to Medical Council of India in a structured format. For the Advance course, 58 Medical Colleges are allocated from regions of Maharashtra, Uttar Pradesh ,West Bengal and Meghalaya.(list annexed)

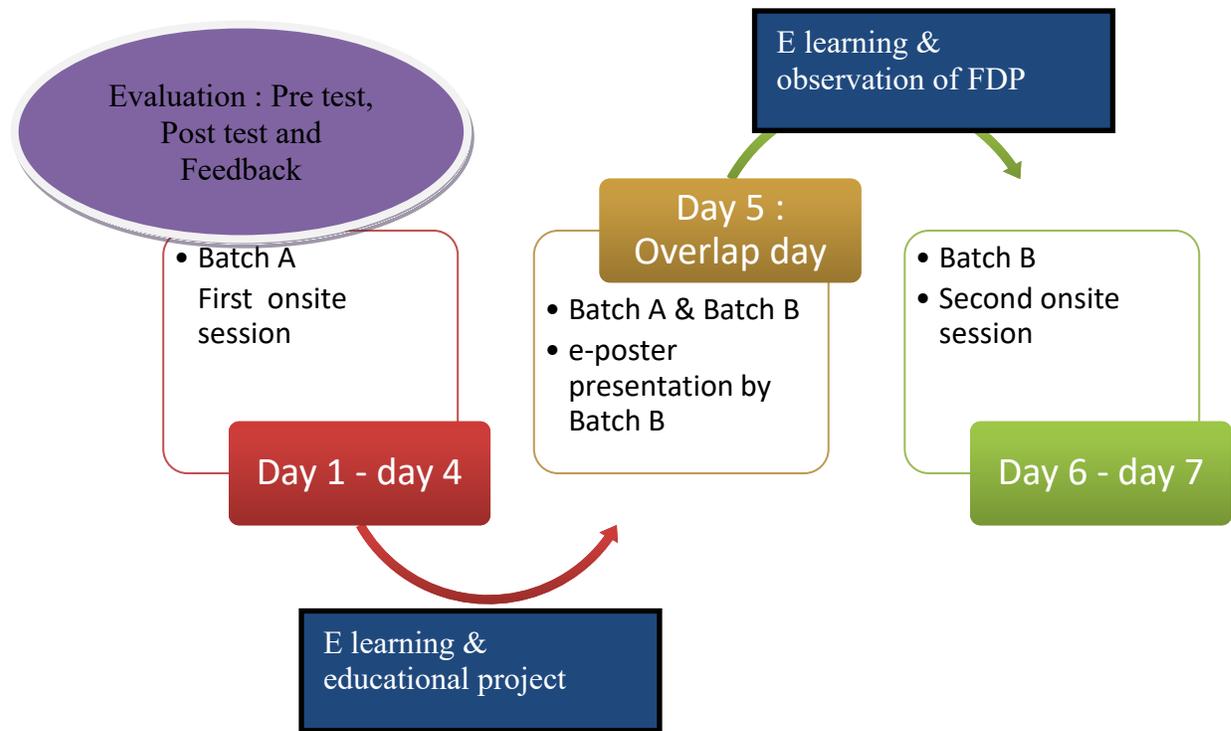


Fig 1 : Plan of Advance course in Medical Education (ACME)

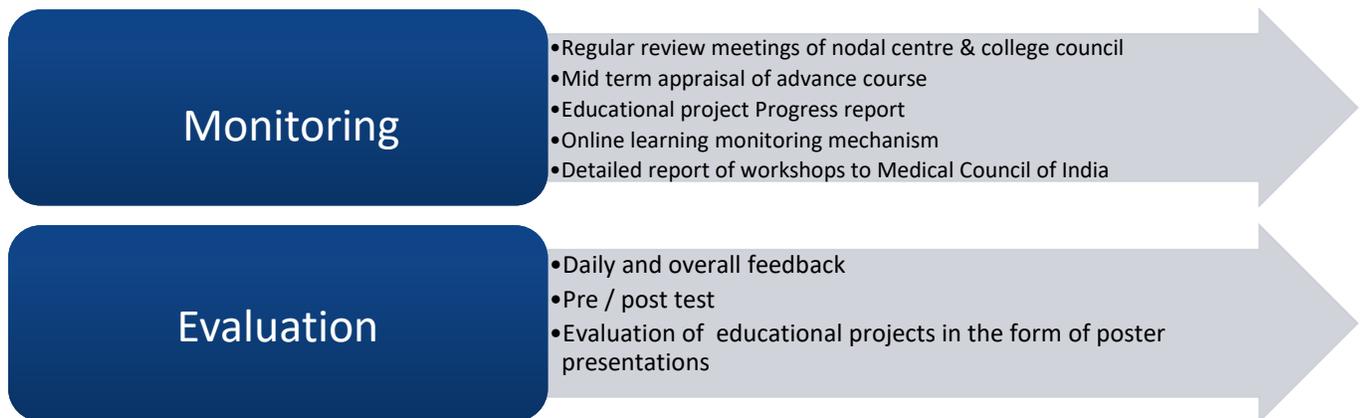
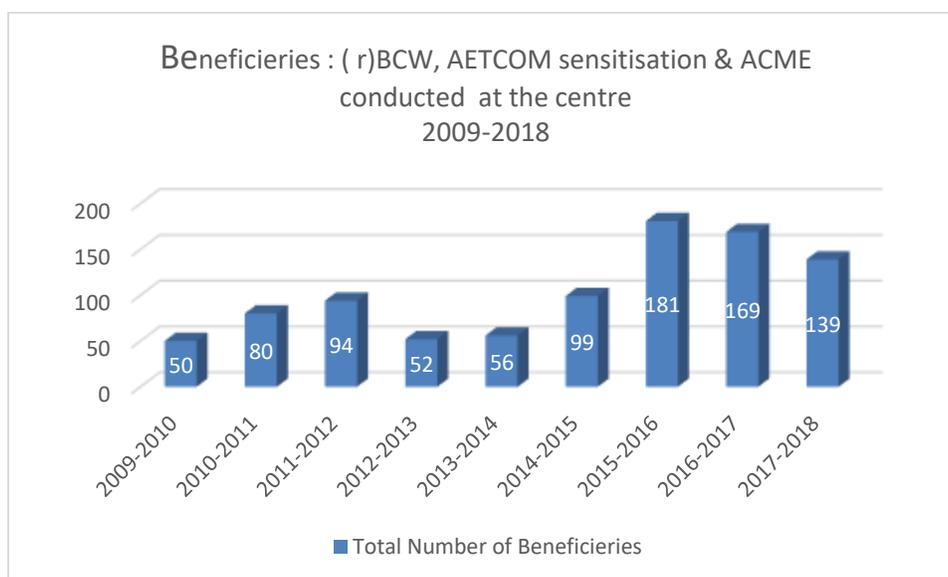


Fig : 2 Monitoring and Evaluation mechanism of Faculty Development Programs

a. Details of Workshop (revised) Basic course in Medical Education , AETCOM sensitization and ACME (2009- 2018)

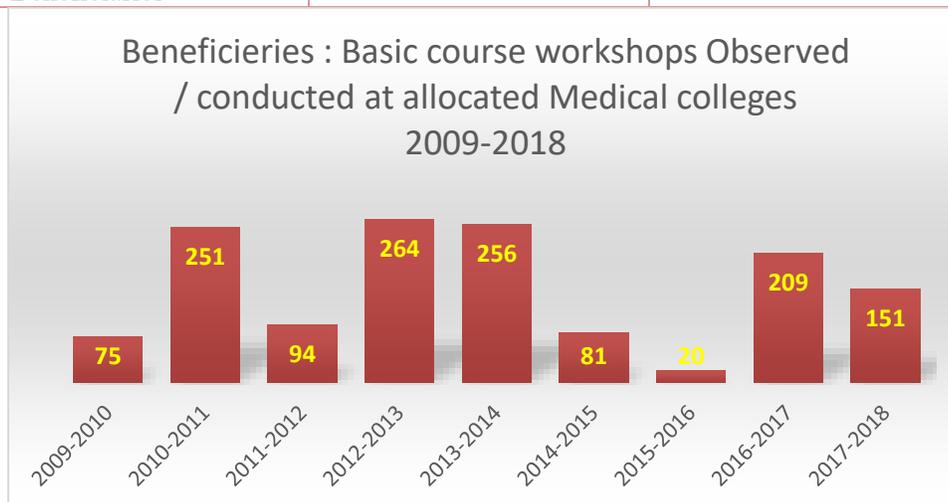
1. Workshops conducted at the centre : Nodal centre has successfully organized a total of 35 (revised) workshops over a period of 10 years that includes 22 RBCW, 8 AETCOM sensitization and 5 ACME. The total number of beneficiaries from these workshops are 920.

Year (July to June)	Basic Course Workshop	Number of Beneficiaries	Advance Course Workshop	Number of Beneficiaries	AETCOM Sensitization program	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	70	181
2016-2017	3	87	-	-	3	82	169
2017-2018	2	60	1	23	2	56	139
Total No of Beneficiaries	22	605	5	107	8	208	920



2. Basic course workshops Observed / conducted at other Medical colleges: 53 workshops have been observed / conducted at allocated medical colleges during the year 2009-2018, and the total beneficiaries are 1401

Year (July-June)	Basic Course Workshop conducted and observed	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	151
Total No of Beneficiaries	53	1401



3. In-house Workshops conducted: A total of 15 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, Ayurveda, Nursing and Physiotherapy 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
Number of Beneficiaries	6	156	5	280	4	97	533

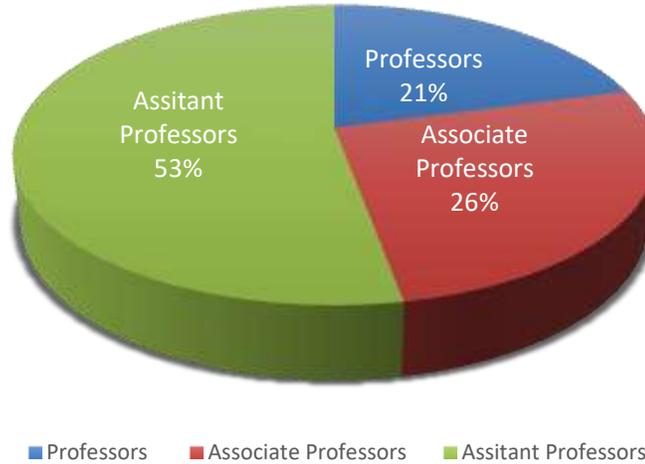
4. Total Number of MCI recognized and In-house workshops conducted and observed by Nodal Centre

Name	Number of Workshops	Number of beneficiaries
Workshop conducted at Centre (MCI basic course + AETCOM + MCI ACME)	35	920
Workshop conducted/observed at other medical Institutes	53	1401
In house faculty development workshop	15	533
Total	99	2754

b. Faculty break up (cadre-wise and college wise) for Basic course, Advance course & AETCOM sensitization:

Out of the total 2320 faculty trained as a part of MCI recognized courses, 482 (21%) are Professors, 611 (26%) are Associate Professors and 1227 (53%) are Assistant professors.

**Trained faculty Cadre-wise
2009-2018**



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

Sr. No.	Name of College	Professor	Associate Professor	Assistant Professor	Total
1.	Jawaharlal Nehru Medical College, Sawangi (Meghe), Wardha	137	135	333	605
2.	Dr. Punjabrao Deshmukh Memorial Medical College, Amaravati	19	28	52	99
3.	NKP Salve Institute of Medical Sciences & Research, Nagpur	74	114	172	360
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	4	4	28	36
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, Ambejogai	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
	Total Workshop- 75	366 (18.2%)	502 (25.2%)	1138(56.6%)	2006

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

SN	Name of Institute	Professor	Associate Professor	Assistant Professor	Total
1	Jawaharlal Nehru Medical College, Sawangi (Meghe)	8	5	9	22
2	Dr. Punjabrao Memorial Medical College, Amaravati	2	3	1	6
3	Sh. Vasantnao Naik Govt. Medical College, Yavatmal	1	4	3	8
4	Govt. Medical College, Akola	-	3	1	4
5	N.K.P. Salve Institute of Medical Sciences, Nagpur	7	7	2	16
6	Govt. Medical College, Nagpur	5	1	-	6
7	Indira Gandhi Medical College, Nagpur	1	4	1	6
8	Mahatma Gandhi Institute of Medical Sciences, Sevagram, Wardha	7	5	4	16
9	Ulhas Patil Medical College, Jalgaon	-	1	-	1
10	Maharashtra Institute of Medical Sciences & Research, Ambajogai	-	1	-	1
11	KPC Medical College, Jadavpur	1	1	-	2
12	Era's Lucknow Medical college & Hospital, Lucknow	1	-	-	1
13	Institute of Post Graduate Medical Education and Research, Kolkata, West Bengal	-	-	-	-
14	Calcutta National Medical College, Kolkata, West Bengal	-	-	-	-
15	PGIMSR, Joka, Kolkata	3	3	1	7
16	R.G Kar Medical College, Kolkata	-	1	-	1
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	-	2	-	2
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
23	North Eastern Indira Gandhi Regional Institute of Medical Sciences and Reaearch, Shilong	-	2	-	2
24	Government Medical College, Chandrapur	1	-	-	1
	Total workshop- 5	37 (35%)	47(44%)	23(21%)	107

3. Faculty break up as per allotted medical Colleges in AETCOM Sensitization

Sr. No.	Name of College	Professor	Associate Professor	Assistant Professor	Total
1.	Jawaharlal Nehru Medical College, Sawangi (Meghe), Wardha	28	10	37	75
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	1	2	4
6.	Mahatma Gandhi Institute of Medical Sciences, Sewagram	11	3	3	17
7.	Rajiv Gandhi Institute of Medical Sciences, Adilabad	-	1	-	1
8.	Dr. Ulhas Patil Medical College, Jalgaon	2	1	1	4
9.	Vasantnao Naik Government Medical College, Yavatmal	2	1	1	4

10.	Government Medical College, Latur	1	2	-	3
11.	Maharashtra Institute of Medical Sciences & Research, Latur	-	-	1	1
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	2	1	9
14.	Government Medical College, Chanrapur	5	6	4	15
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		4	5
18.	Government Medical College, Akola	1	5	2	8
Total workshop - 08		79(38%)	62(30%)	66(32%)	207

Accolade: Certificate of Appreciation by Medical Council of India , 2014



FACULTY DEVELOPMENT ACTIVITIES 2009-2018



**FACULTY DEVELOPMENT ACTIVITIES
2009-2018**



5. EDUCATIONAL RESEARCH AND SCHOLARSHIPS

“What we need in higher education is a reward system that reflects the diversity of our Institutions and the breadth of scholarship, as well. The challenge is to strike a balance among teaching, research, and service, a position supported by two-thirds of today’s faculty who conclude that, ‘at my Institution, we need better ways to evaluate scholarly performance of faculty.’”

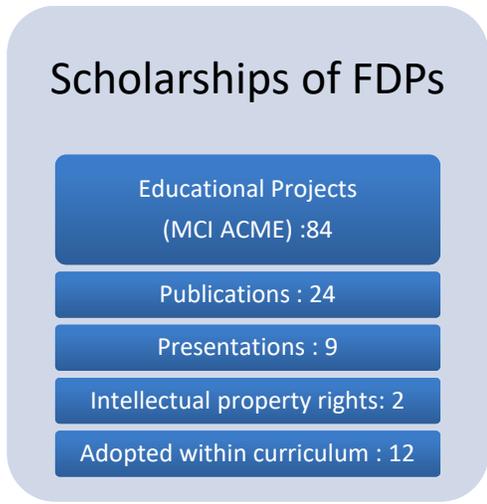
Boyer, 1990

For any activity to be designated as scholarship, it should manifest at least three key characteristics viz; it should be public, susceptible to critical review and evaluation, and accessible for exchange and use by other members of one's scholarly community. We thus observe, with respect to all forms of scholarship generated out of Faculty development activities and by its resource persons, that they are acts of the mind that have been made public in some manner, have been subjected to peer review by members of one's intellectual or professional community, and can be cited, refuted, built upon, and shared among members of that community. Scholarship properly communicated and critiqued serves as the building block for knowledge growth in a field.

The scholarships so generated are the ones that adhere to five ‘Ps’ principles of being designated as Scholarships;

- **Product:** The scholarly Product should require high-level of expertise
- **Process:** The research/activity must be done in a scholarly manner
- **Peer reviewed:** The product must be valued outside the local context
- **Publicly available:** The product must be appropriately archived and retrievable for other scholars
- **Platform or product** that can be built upon by other scholars

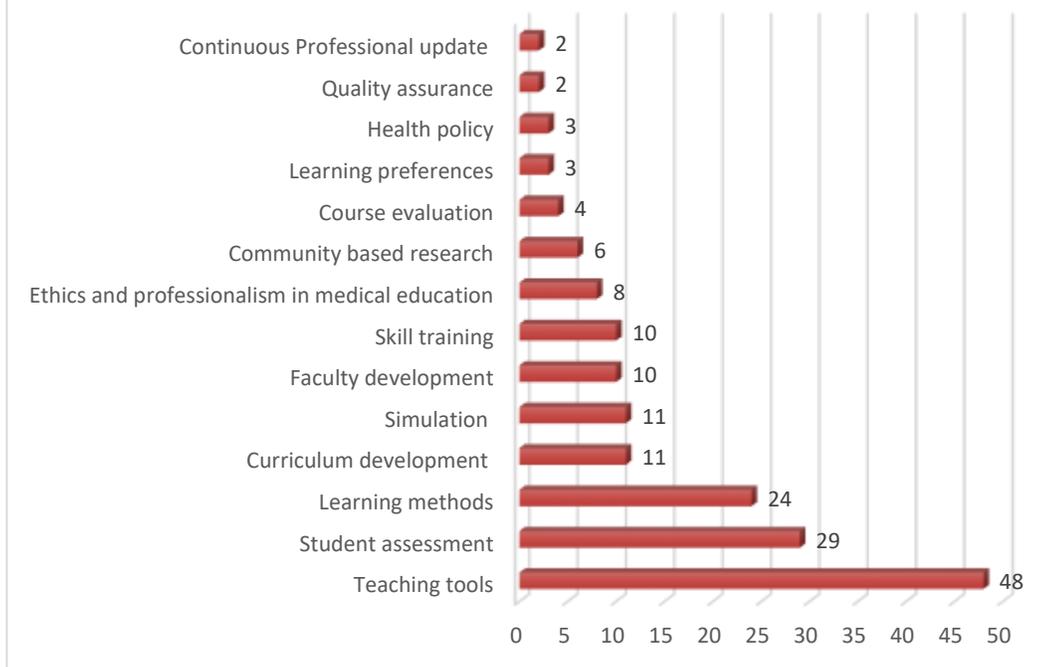
As such, the centre has generated sizable scholarships that can be categorized into those arising out of the faculty development workshops and others by the resource person themselves.



1. ACME projects as per different themes in Medical Education

Sr.no	Themes	In house ACME	MCI ACME	Total
1	Teaching tools	20	28	48
2	Student assessment	20	9	29
3	Learning methods	16	8	24
4	Curriculum development	4	7	11
5	Simulation	3	8	11
6	Faculty development	7	3	10
7	Skill training	6	4	10
8	Ethics and professionalism in medical education	3	5	8
9	Community based research	4	2	6
10	Course evaluation	-	4	04
11	Learning preferences	2	1	3
12	Health policy	-	3	3
13	Quality assurance	1	1	2
14	Continuous Professional update	1	1	2
Total		87	84	171
	Total			

Total number of ACME projects



2. Project outcomes of ACME

Sr. No.	Name of Faculty	Title of Project	Publication & Presentation	Other
1	Dr. Suresh Chari	Developing and Validating curriculum for Administration skills workshop for Departmental Heads of Medical Colleges.	Inter J Curt Res & Rev IJCRR Vol 8, issue 17, p4-8, Sept 2016 Presented at MCI Nodal Centre On 1 st Feb. 2015 VII National conference on health professional education NCHPE 2015 at Maulana Azad Medical College New Delhi Dt.- 19 th to 21 st November 2015	
2	Dr. Madhur Gupta	Parent Teacher Meeting – Attitude of Stakeholders	Indian Journal of Applied Research. January 2016; Vol. 06 (1): Page No. 129-131	
3	Dr. Sushma Thakre	A need assessment for mobile technology use in Medical Education	Presented at IAPSM National Conference, Lukhnow	
4	Dr. Ann Wilkinson	Use of role play in sensitizing under graduate medical students in breaking bad news	Presented at EJPMR, 2015, 2(7), 164-168	
5	Dr. Uday Narlawar	Impact of microteaching on improving teaching skills of junior faculties in department of Community Medicine, Govt. Medical College, Nagpur	Presented at IAPSM National Conference, Lukhnow	
6	Dr Ajay	Comparative analysis of	Journal of Biochemistry & advance Research of	

	Meshram	structured group discussion versus problem based learning as a learning method for undergraduates in biochemistry	Biomedical 2015,6(12):839-843 Poster presentation at international conference at Nagpur, ERICON	
7	Dr Sharad Kuchewar	Effectiveness Of Didactic Lecture And Demonstration In improving The Competency Of Interns In Writing Injury Certificate	IOSR-JDMS e-ISSN: 2279-0853, p-ISSN: 2279-0861. Volume15,issue9 ver. IX (September),2016 PP 125-129	awarded as best poster
8	Dr Gargi Mudey	Assessment of objectively structured viva voce in undergraduate medical students.	Int J Res Med Sci. 2016 Jul;4(7):2951-2954	
9	Dr Sanhita Mukharjee	Usefulness of animal simulator software in teaching Amphibian Physiology Practical for 1 st prof. M.B.B.S. students.	J Contemp Med Edu • 2016 • Vol 4 • Issue 1 Sanhita Mukherjee1, Diptakanti Mukhopadhyay2, Piyalii Das3	
10	Dr Sonia Gon	Effectivity of e-learning through whatsapp as a teaching-learning tool.	MVP Journal of Medical Sciences, Vol. 4(1), 19–25, January-June 2017	Copyright (c) 2017 MVP
11	Dr Rahul Narang	The effect of Jigsaw Technique of cooperative learning: A study on second MBBS students learning Hypersensitivity	JHSE Vol 3, No. 1, 11-14.	Received 1st prize
12	Dr Arunita Jagzape	Assessment of Knowledge of the medical students regarding the terminologies in medical education in their study career	Journal of Clinical and Diagnostic Research (JCDR) . 2017 Sep, Vol-11(9): JC01-JC05 Presented at VII National Conference on Health Professions Education (NCHPE) MAMC, New Delhi	Awards: Awarded 'Best poster' prize NCHPE 2015 Copyright :
13	Dr Atul Tayde	The impact of video assisted training (VAT) on slow learners.	IJBAR,2018;9(1):13-18 DOI: https://doi.org/10.7439/ijbar.v9i1.4536	Diary number: 3912/2017-CO/L presented as Best Practice of the institute during the NAAC accreditation of the institute April 2017
14	Dr Surekha Meshram	To Study the Perception of First Year MBBS Students Towards Early Clinical Exposure in Anatomy.	international journal: IOSR-Journal of Dental and Medical Sciences 17(2)11: 32-35 Article DOI: 10.9790/0853-1702113235	Adopted in the teaching learning activities of undergraduate students
15	Dr Meenal Kulkarni	Assessment of empathy among under graduate medical students.	JETHS, Jan –April,2016; 3(1):23-27	
16	Dr Joya Ghosh	Concept Map As A Reinforcement Method Of Teaching Biochemistry.	Indian Journal of Basic and Applied Medical Research, ESIC Medical College, Joka, Kolkata, W.Bengal-700104 June 2016: Vol.-5, Issue- 3, P. 659-666	The project as awarded the best poster
17	Dr Anil Warkar	Introduction to Early Clinical Exposure as Learning Tool in Physiology.	Indian Journal of Physiology and Pharmacology	
18	Dr Sarbari Swaika	Role of simulation as a Teaching-Learning Tool for interns.	Indian Journal of Anaesthesia	

19	Dr Sandeep Shrivastava	A Study on Academic Appraisal Program	American Journal of Educational Research Vol. 4, No. 11, 2016, pp 798-805. doi: 10.12691/ education-4-11-4 Original Article "A Study on Academic Appraisal Program: An Innovation towards Quality Assurance in Undergraduate Medical Education" 3760 VIEWS 2950DOWNLOADS 2. Published as Editorial in JHSE" Relevance of "Quality Assurance" in Education Environment" Oral presentation at AMEE in 2016 at Australia	The best Poster Award Received Copyright on the Academic Appraisal Program First Ph. D in the country through host Domain Health Professionals education A book is published on the and is available at amazon.in https://www.morebooks.de/store/gb/book/qualityassuranc e-in medical education-by academic - appraisal-program/isbn/978-3-659-85591-7
20	Dr. Nalini Arora	Evaluation of effectiveness of problem based learning compared to conventional teaching of undergraduate students in emergencyobstetric care	Submitted for publication in Academic Medicine, but not accepted. Planned to modify it and submit to BJOG Presented at 61st All India Congress of Obstetrics and Gynaecology Jan. 2018 at Bhubaneshwar, Odisha	Adopted in the routine teaching learning activities
21	Dr. Neelam Mishra	Early Clinical Exposure as a Method to Augment Context Based Learning Among 1st Year Students	Indian Journal of Applied Basic Medical Sciences – July, 2016 Vol. 18B/27 Total 8 pages ERICON 2017 Educational Research International Conclave 2017 from 18 th and 19 th February, 2017	The poster was awarded best poster during onset of second half of 3rd batch of ACME
22	Dr. Soumya Chakraborty	Perceptions of 1 st year MBBS students regarding utilization of e-learning tools for collaborative learning in Anatomy	-	Best Poster Award e-learning tools in Anatomy have been archived and extended for further batches of students
23	Dr. Namit Kant Sing	Assessment of Videos Assisted Learning in developing Skill of advising Intranasal	Accepted not Published	Continued the project with further Batches.

Corticosteroids spray				
24	Dr. Anjan Adhikari	Perception of Medical Teachers towards Undergraduate Medical Theoretical Assessment System in a Medical College of West Bengal	International Journal of Research in Medical Sciences Adhikari, 2017 Dec;5(12):5396-5401 Journal of Health Sciences Education (JHSE) Vol.3 , No.1, January-June 2016	awarded 2nd prize in poster presentation Adopted in the Faculty Development Programme in my college
25	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".	Kumar N, Singh NK, Rudra S.. <i>FMEJ</i> , 2016;6(1):31- International journal of Reproduction Contraception gynecology 2016	continued with subsequent batches of Postgraduate students
26	Dr. Sushma Pande	Perception of trained faculty about Basic course in Medical Education Technology: Suggestions and Recommendations.	Project is published in Journal of Health Sciences Education Volume 3 No 2 - July 2016 to December 2016 Pg. 65-69	
27	Dr. Julie Bhattacharya	Introduction of MCQ's as assessment tools in Physiology	Journal: IJCMR, 4 (1), 2017 254 -260	Working on Collaboration for multicentric study
28	Dr. Sonia Jain	Objective Structured Long Examination Record (OSLER): Evaluation tool for Teaching - learning in postgraduate students in Dermatology.	JHSE (January to June 2016)Supp. of Vol.- 3 (1), 12. JHSE (July to December 2016) Vol.- 3 (2), 70-3.	

3. Scholarships by Resource faculty:

a. Publications

S.N	Topic	Journal Name and Date, Month
1.	Teaching Learning strategies: Feedback of students at Jawaharlal Nehru Medical College, DMIMS (DU), Sawangi (M) Wardha.	JDMIMSU, January 2010 vol. 5 No. (1) 41 -44.
2.	Enhancing Competencies of undergraduate medical students in scientific	Literature search : JHSE Vol 2 (2):
3.	Introduction of project as a learning tool in forensic medicine International Journal of Recent Trends in Science And Technology,	2015.76-80. Volume 16, (1), 2015 pp 07-09
4.	Effectiveness of Case Based Lectures and its comparison with convention content based lectures among Medical students	The Journal of Datta Meghe Institute of Medical Sciences University. Vol 10 (1) Jan –March 2015.

5.	“Internship Induction Programme : An application of Kirkpatrick’s model	IJMMR Vol 03- Issue 09 October 2015;1049-1056
6.	Skill Learning Through Early Clinical Exposure; An Experience of Indian Medical School	Journal of Clinical and Diagnostic Research. 2016 Jan ,Vol-10(1); JC01-JC04
7.	Impact of Video Assisted Teaching in Clinical Otorhinolaryngology.	Journal of Health Sciences and Education. (JHSE) (JournalDMIMS) Jan -2016 Jun -2016.
8.	Effect of inclusion of research projects on academic outcome of medical Undergraduate Students.	International journal of Development research. Jan 2016, 1, 6421- 6414. (Original research).
9.	Pre Independence Indian Medical Education with Reference To The Flexner’s Report –A Review: American International journal of Research in Science, Technology , Engineering and Mathematics .	September –November, 2016 Issue 16:vol 2 page no 101-106.
10.	Team Based Learning: A controlled trial of Active learning in Large Group Setting	IQSR Journal of Dental and Medical Sciences (IQSR-JDMS)Vol. 7. Issue 4 (May-June 2013) PP 42-48
11.	CME Model of DMIMS (DU) Wardha: The 10 point Action Program for Learning and Quality as the Outcome.	Journal of Education and Practice Vol.4 No8, c2013, P 58-61.
12.	Revisiting feedback practices in Formative assessment of Indian formative assessment of Indian Medical Schools	National Journal of Physiology & Pharmacology 2015 vol5/issue 2/153-156
13.	Educational strategies Reflections :an approach to Comprehensive learning in medical education	National Journal of Physiology & Pharmacology 2015 vol5/issue 2/153-156
14.	Digital quiz games :A Learning and assessment tool for pre-clinical medical undergraduates	JContemp Med Edu 2013:1(4):252-259
15.	Conceptualizing Physiology of arterial blood pressure regulation through the logic model.	Adv Physion Educ 40 : 477 -479,2016 dio :10. 1152 /advan .00074.2016
16.	Student Led Objective Tutorial Versus Traditional Tutorials in Pre –Clinical Medical Education :A comparative Study	Vol.7no.2, 2012
17.	Peer Teaching to Foster Learning In Physiology	Journal of clinical and Diagnostic Research .2015 aug.vol-9(8); jco1- jco6
18.	Role of Information Communication Technology in Higher Education: Learners perspective in Rural Medical Schools	Journal of clinical and Diagnostic Research .2014 June.vol-8(6);
19.	Portfolios for a reflective approach learning	Educational Strategies
20.	Impact of Attendance Policy in Rural Medical School :A Three year Observational Study	Indian Journal of Applied Research
21.	Engaging the learner :A Strategic initiative to maximize learning	440/ paripex –Indian journal of research
22.	Interactive intra-group tutorials: A modification to suit the challenges of physiology tutorial in rural medical schools	National Journal of Physiology & Pharmacology 2014 vol4/issue 2/118-121
23.	Interactive intergroup tutorial : a need –based modification to enhance learning in physiology	Adv Physiol Educ 39 :414 -415 2015 , doi: 10 .1152 / advan .00055. 2015.
24.	Tutorials as a teaching –learning Method in Pre –Clinical Sciences ;Stakeholders ‘Assessment	Astrocyte Oct –Dec 2014 volume 1 issue3
25.	Conceptualizing physiology of articles blood pressure regulation through the logic model	The American physiological society
26.	Teacher as Facilitator: A Requisite During Foundation Years of Medical curriculum	National Journal of Physiology & Pharmacology 2014 vol.4/issue 3/179-181
27.	Quality Assurance in Medical Schools of Rural India: the seven strategic Challenges	Indian Journal of applied Research
28.	Quality Assurance of Medical Education in India: Perspectives and Recommendations	GJRA-Global Journal for Research Analysis Vol. 3, Issue.1, Jan.2014
29.	Effective Feedback Practices in Formative Assessment :	Journal of Education and Practice ISSN 2222-1735

	Recognizing the Relevance	(Paper) Vol. 4. No. 11, 2013
30.	Case based lectures versus conventional lectures teaching medical Microbiology to Undergraduates	JICRR Vol.6, issue 04
31.	Evaluation of Medical U undergraduate Students ' Perception of thir Education Environment –only Dreem – ing is not Sufficient	/ paripex –Indian journal of research
32.	Early Clinical Exposure in classroom setting.	Scholars Press Germany. ISBN- 978-3-639-51190-1
33.	Students' Perception of the Effectiveness of ICT use in Improving Teaching and Learning in Surgery	JHSE Vol. 1 No. 1
34.	Perception of Faculty who have undergone the basic course in Medical Education Technology about the Module of Basic Course workshop by Medical Council of India	JHSE, Vol. 2, No. 1 Jan 2015.
35.	One minute Preceptorship Programme for Teaching Postgraduate students in pathology.	JHSE, Vol. 2, No. 1. Jan 2015.
36.	Quality theory paper writing for medical examinations.	JCDR.2014 Apr, vol-8(4): XC01-XC04
37.	Student assessment on learning based on PowerPoint versus chalkboard	International Journal of recent Trends in Science and technology ISSN 2277-8109, Vol. 13, Issue 2, 2014
38.	Tutorial Review: Evaluation to Modifications	JHSE Vol.2, No. 1
39.	Medical Education : One Minute Preceptor	NIJP Vol. 1, Jan.-Mar. 2011
40.	Perception of Medical students about communication skills laboratories (CSL) in a Rural Medical college of Central India	Journal of clinical and Diagnostic Research, 2015 Dec. Vol.9(12)
41.	Research Journal of Pharmaceutical, Biological and Chemical Sciences	RJPBCS Jan.-Feb. 2015 Vol. 6(1) Page No. 1225
42.	Concept Map as an Evaluation Tool for Modified Problem Based learning	Manuscript submitted for in-house publication
43.	-“Introduction of Critically Appraised Topic Presentation by Paediatric Post Graduate students in Journal Club.”	Journal Club, Critically Appraised Topic, EBP, Practice Based Learning
44.	Introducing OSCE as an Assessment Tool for First Year Post Graduate Students in Formative Evaluation in the Department of Surgery, JNMC, DMIMS (DU), Sawangi (M), Wardha, Maharashtra	International Journal of Science and Research (2015): 6.391 Volume 5 Issue 7, July 2016
45.	Evaluation of 'Internship Induction Programme': an application of Kirkpatrick's model.	. Int J Med Res Rev 2015;3(9):1049-1056. doi: 10.17511/ijmrr.2015.i9.192
46.	Appraisal of a training programme on 'Comprehensive Abortion Care' in a tertiary health care institute of Central India.	et. al. Int J Health Sci Res. 2014;4(4):153-156.
47.	Programme Evaluation of An Interdisciplinary Regional Continuing Medical Education At A Tertiary Health Care Institute of Central India.	IJCMR, Vol. 1, No. 7, pp. 038-341, July 2014
48.	Clinical Teaching in Forensic Medicine: Need of the Hour	Journal of Indian Academy of Forensic Medicine (JIAFM) Volume – 37 (3), July- September 2015; page-275-77
49.	Assessment of perception amongst faculties involved in an innovative Community Health Care Program (CHCP) in adopted village of Wardha district	International Journal of Science and Research (IJSR), In dia Online ISSN: 2319-7064 : Volume 2 Issue 8, August 2013
50.	Assessment Of Community Health Care Program In Adopted	JHSE Vol 1, No. 1

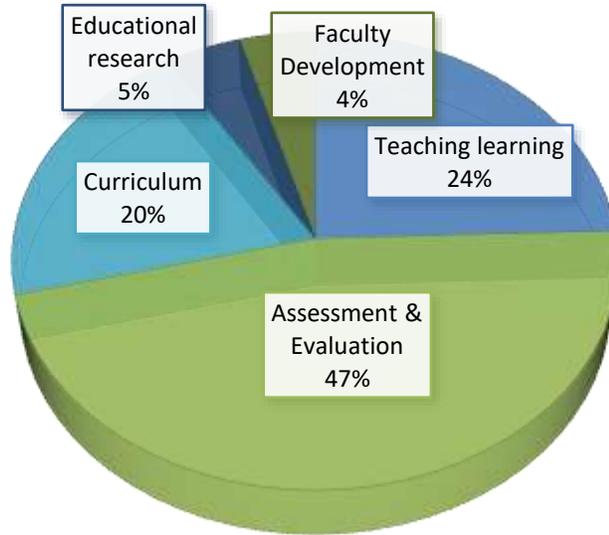
	Village Of Wardha District : 360 Degree Feedback	
51.	Actualizing mastery learning in preclinical medical education through a formative medical classroom,	National Journal of Physiology, Pharmacy and Pharmacology,2018; 8(4) :1-6
52.	Applicability of Classroom-Based Formative Assessments in Medical Education: A Review.	Natl J Integr Res Med 2018; 9(1):121-126
53.	Fostering Educational Research among Medical Teachers: Evaluation of a Faculty Development Program in India,	Journal of Clinical and Diagnostic Research. 2016 Dec, Vol-10(12): JC09-JC11
54.	Tutorial in medical education: A review of contextual modifications,	NJPPP; 2016, 6(6): 10.5455/njppp.2017.7.0823403092016
55.	Monograph : Formative Assessment & Feedback : Recognizing the Relevance	ISBN 978-3-659-50552-2
56.	Monograph : Medical regulatory systems of BRICS countries : A comparative Analysis	IJSRP, ISSN: 2250-3153

b. Intellectual Property rights (COPYRIGHTS) :

SN	Theme	Copyright Title	Registration Number
1.	Teaching Learning	Interactive Intragroup Tutorials	L-60802/2014
2.		Pathak -Chimurkar Assignment Method Of Recording Attendance And Attendance Based Learning (ABL)	L-61420/2015
3.		Incorporation Of 'Sack' Model In The Conduction Of Integrated Teaching Program	L-62803/2015
4.		Modified Problem Based Learning	L-62803/2015
5.		Relevance Of Teaching Skills In Post Graduate Medical Education	L-63857/2016
6.		Logic Modal Of Blood Pressure Regulation	L-64069/2016
7.		Critical Self Thinking Inventory For Clinical Examination (CSTI-CE)	L-64532/2016
8.		Revisiting Problem Based Learning	L-66009/2017
9.		Educational Scholarships In Medical Education	L-67430/2017
10.		Module For Using 'Visual Mapping Techniques' As A Learning Tool In Community Based Medical Education	L-69736/2017
11.		Early Clinical Exposure Matrix	L-69196/2017
12.	Assessment & Evaluation	Electronic Question Banking towards making assessment system authentic, legitimate and credible.	L-61423/2015
13.		"Formative Assessment For Post Graduates In Medical Education – A Strategic Initiative Towards Competency Based Education".	L-63854/2016
14.		"Assessment Drives Learning: Broadening The Scope Of Theory Paper IV In Medical Postgraduate Degree Examinations Based On Bloom's Taxonomy Of Learning."	L-63856/2016
15.		Absolute Learning Gain: For Program Output Towards Faculty Development Program For Health	L-65296/2017

		Professionals	
16.		LRM On Mechanics Of Question Paper Setting	L-66041/2017
17.		LRM On Students' Assessment: Principles And Application	L-66040/2017
18.		FIPO Model' Of Curriculum Evaluation	L-66401/2017
19.		Validation Of Question Paper In Indian Medical Education Settings: A DMIMS Initiative	L-66838/2017
20.		Model For Extended Uses Of Question Bank	L-67262/2017
21.		Evaluation Of A Health Profession Curriculum	L-67431/2017
22.		Assessment For Learning In Medical Education	L-67432/2017
23.		The Portfolio Approach	L-70789/2017
24.		Choice Based Credit System (CBCS) In Undergraduate Medical Education	L-71913/2018
25.		DMIMS Scheme for Formative Medical Classroom	L-68933/2017
26.		Framework for classroom based formative Assessments in Physiology	L-68575/2017
27.		'Reverse' Objective Structured Clinical Examination ROSCE	L-70245/2017
28.	Curriculum	DMIMS Model For Undergraduate Curriculum Revision An Eleven Step Approach	L-64023/2016
29.		Faculty Development Initiatives At DMIMS (DU): Collaboration Across The Health Sciences Faculties	L-63855/2016
30.		DMIMS Five Step Model for Designing Of Fellowship Curriculum	L-65478/2017
31.		Competences Incorporation In Undergraduate Medical Curriculum	L-66417/2017
32.		Model Of Undergraduate Competency Based Curriculum Of Physiology For Indian Medical Education.	L-66388/2017
33.		Format Of Incorporation Of Professional Competencies Through Electives In MBBS Curriculum	L-67203/2017
34.		Structured Comprehensive Assessment Of Competency	L-66818/2017
35.		Model For Competency Based Physiology Curriculum For Post Graduate Indian Medical Education	L-70199/2017
36.		DMIMS Eleven Steps Model For Post Graduate Curriculum Revision	L-64631/2017
37.	Educational Research	"Early Research Exposure Model" (ERE Model) For Medical Undergraduates	L-64024/2016
38.		Pathak Vagha Mishra Algorithm Of Need Analysis For Modifying /Introducing Program In Health Professionals' Education	L-64846/2017
39.	Faculty Development	Evaluation Blueprint of a Faculty Development Program (FDP) In Indian Medical Education	L-72212/2018
40.		Faculty Development Initiatives at DMIMS (DU): Collaboration across the Health Sciences faculties	L-63855/2016

THEMATIC SEGREGATION OF IPR, GOI



41.

Module for Capacity building of stakeholders participating in conduct of Examination

1733/2018-CO/L

- c. **Curricular Incorporations** : One of the cognizable outcomes of educational research have been incorporations of such evidence based tools and innovations within the curriculum. The various inclusions are with respect to small and large group teaching, assessments, clinical training, training in psychomotor and communication skills, medical documentations, etc.

Curricular Incorporations:

1. Forensic Clinics
2. Evidence based Journal club
3. Academic appraisal program
4. OSCE as a learning tool
5. Prescription writing for Postgraduates
6. Simulation based teaching
7. Mini Cex for formative assessments
8. 360° feedback for work place based assessments
9. Objective structured viva voce
10. Role play for community based teaching in medicine
11. Quality theory paper writing
12. Video assisted learning
13. One minute preceptor (OMP) for medical residents
14. Feedback in Formative assessments
15. Early clinical exposure
16. Peer assisted learning

- d. **National and International recognitions:** The resource faculty have been recognized by various reputed National and International bodies in Medical Education, for their exemplary work.

Sr. no	Resource faculty	Recognitions by
1	Dr Sunita Vagha	Medical Council of India, FAIMER
2	Dr Alka Rawekar	Medical Council of India,FAIMER
3	Dr Sandeep Srivastava	NABH, AMEE (member)
4	Dr Lalit Waghmare	NAAC
5	Dr Jayant Vagha	FAIMER
6	Dr Adarshlata Singh	Medical Council of India
7	Dr Archana Dhok	Medical Council of India
8	Dr C Mahakalkar	NABH, AMEE (member)
9.	Dr Sonali Choudhary	UNESCO (Bioethics)
10	Dr Tripti Srivastava	Medical Council of India, FAIMER, AMEE (Asso. Fellow), Chief editor : JHSE, Editorial board : Journal of Medical Education & training, USA, JDMIMS Peer review board : Mededpublish, Medical Teacher , JETHS

- e. **Consortia Project** : As an immense contribution towards faculty development, JNMC has been included with 19 other Universities across the world for a consortia project under the category of Erasmus+ Capacity Building in Higher Education (CBHE). The proposal has been selected for funding by the European commission and the Agency is currently preparing the contractual package for the same. There are 15 Indian Universities and 1 1 University each from Ireland, Belgium, Italy and Netherlands.



In house Journal for Educational Research
Journal of Health Sciences Education: www.onlinejournaldmimsjhse.com

ACME PROJECT DISCUSSIONS & PRESENTATIONS



CERTIFICATION CEREMONY

Advance Course in Medical Education



6. Decade Initiative

Inter-institutional Educational research projects

Medical education is a complex and demanding profession, which can be enormously benefitted from meticulous research. Decision to take a fundamentally different course in teaching learning in medicine requires evidence, guided by contemporary innovation and understanding about aspirations of the society along with demands of the profession. Generation of scientific data by medical teachers for such reforms through Educational Research (ER) can prove to be the most significant approach. In Indian medical schools, there are very sparse endeavours to encourage health professionals for indulging in educational research. Generally, they prefer to seek guidance from research that deals with concrete issues arising in disease-oriented approaches and do not make much use of ER; though it has a wider “social impact” for its ability to bring about changes in teaching and subsequent clinical practice. Faculty Development Programs (FDP) by and large has had a positive influence with high satisfaction amongst professionals. Hence, on the occasion of its decade celebration, our nodal centre for faculty development takes an initiative for promoting 'Inter Institutional educational research projects' with its allocated Medical Institutes across India, thereby strengthening educational research and foster the culture of research in education amongst medical teachers. The idea is to have collaboration between two nodal centre and one chosen Institute, with nodal centre acting as a 'Satellite centre' playing a guiding and mentoring role for such projects.

We further plan to evolve some meaningful outcomes and translatable component from such collaborative research in the form of intellectual property, joint publications, modules, policies, building consortia, furtherance as a doctoral project etc. which will not only add to name & fame of both the Institutes but also develop a network of educational researchers.

A total of 12 educational projects are undertaken as a part of this 'Decade Initiative':

Sr no.	Title of project	Principle investigator	Affiliation	Co-investigator/ Mentor
1	Perceptions of MBBS students regarding web learning tools for collaborative learning in Anatomy and Pathology	Dr. Soumya Chakraborty	Professor & Head, Department of Anatomy, Coordinator, MEU ESI-PGIMSR, ESI Hospital, Joka, Kolkata – 700104, West Bengal	Dr Sandeep Srivastava
2	Facebook page as a learning	Dr. Sanhita	Associate Professor, Physiology, Calcutta	Dr Alka Rawekar

	mode to supplement lectures	Mukherjee,	National Medical College, Kolkata	
3	Inculcating metacognition in medical undergraduates: An inter-institutional study	Dr Arunita Jagzape	Associate Professor, Department of Physiology, Shri. Shankaracharya Institute of Medical Sciences, Junwani, Bhilai	Dr. Adarshlata Singh Dr. Ujwal Gajbe
4	A comparative study of conventional versus flipped classrooms in Physiology	Dr. Julie Bhattacharya,	Associate Professor, Department of Physiology, KPC Medical College & Hospital, 1F, Raja S.C. Mullick Road, Jadavpur, Kolkata – 700032, West Bengal	Dr. Tripti Srivastava Dr RR Fulzele
5	Crossword puzzles: A tool for enhancing self directed learning in Anatomy and Pathology amongst MBBS students	Dr. Sonia Gon,	Associate Professor, Department of Pathology, ESI-PGIMSR, ESI Hospital, Joka, Kolkata – 700104, West Bengal	Dr Sunita Vagha Dr Suvarna Sande
6	Teaching Learning & Assessment	Dr. Kalyan Khan,	Associate Professor, Department of Pathology, Coordinator, Medical Education Unit, North Bengal Medical College, P.O. Sushrutnagar, Siliguri, Darjeeling-734432, West Bengal	Dr. Jayant Vagha
7	Teaching Learning & Assessment	Dr. Abhishek Raut	Associate Professor, Department of Community Medicine, Mahatma Gandhi Institute of Medical Sciences, Sewagram abhishekvraut@gmail.com	Dr. Swanand Pathak
8	Assessment of students perception of learning outcomes	Dr. Meenakshi Girish,	Associate Professor, Department of Pediatrics, NKP Salve Institute of Medical Sciences & Research, Nagpur meenakshimgirish@gmail.com	Dr. Sachin Damke
9	The Use of Portfolio and Reflective Practice in Post Graduate Medical Education- An Instrument for Quality Improvement and Assurance	Dr. Surekha Tayade,	Professor, Department of Obstetrics and Gynecology, Mahatma Gandhi Institute of Medical Sciences, Sewagram, Wardha-442102, Maharashtra	Dr Chandrashekhar Mahakalkar
10	Assessment of competencies of interns as a primary health care physicians	Dr. Sushma Thakare	Associate Professor, Department of Preventive and Social Medicine, Indira Gandhi Government Medical College, Nagpur	Dr Sonali Choudhari
11	Is concept map an effective teaching method for medical undergraduate	Dr Joya Ghosh	Associate Professor, Department of Biochemistry, ESI-PGIMSR, ESI Hospital, Joka, Kolkata – 700104, West Bengal ghoshjoya71@gmail.com	Dr Archana Dhok
12	Simulation based teaching in pre clinical medical education	Dr. Manish Shrigiriwar	Prof, Forensic Medicine & Toxicology, VN Government Medical College, Yavatmal (MS) manishmansi2002@hotmail.com	Dr. Abhishek Ingole

REFLECTIONS

“My journey with MCI Nodal Centre JNMC began with pleasant surprise by a phone call from Hon’ble Vice- Chancellor Dr. Vedprakash Mishra DMIMS (DU) then, Sunita; I am appointing you as a convener of MCI regional centre at JNMC. I became speechless

During my journey as a convener I was guided by our Mentor at every step .And I was helped by my core team members to cross all the handles right from organization of workshops to delivering Lectures as resource person

Centre began with hand full of faculty, Now it has expanded to a team of around 20 resource persons. This has helped me develop my identity as Medical educator in all Medical colleges assigned to this centre and acquire my present position as Director of School for Health Professional Education & Research at DMIMS (DU).

Dr Sunita Vagha

“When I reflect back on my involvement at Nodal Centre J.N.Medical College ,it fills me with lots of Nostalgia .

Being Facilitator, it built a rostrum for interactions with faculty across the country , yielding development of deeper insights into the vastness, variability and versatility of Indian Medical Education Environment.

As a learner from “lure of the remote” to “fond intimacy”, the journey had been remarkable . Falling in love with Medical education came naturally, & gave opportunity to acquire ACME and Ph.D .

The Nosh for Medical Education is everlasting and I look forward for having more precious moments in future.”

Dr Sandeep Srivastava

“I have witnessed the growth of this nodal centre in the past decade, more as an administrator than a resource person. The team has multiplied with the most committed members, where every member has a strong inclination towards medical education technologies. I admire their teamwork, coming together for every initiative and knowing their bit really well. As a resource person, this has been a learning experience particularly about Quality Assurance in Medical Education. I have also realised the potential of a well structured educational program with concrete monitoring mechanisms in transforming medical education for good. Hope to be associated with the centre more closely in future.”

Dr Lalitbhusan Waghmare

“I have many accolades for this 10 years journey of MCI Nodal Center.

I was working with the Medical Education Unit of this institute since 2006. In 2009, our center received recognition by Medical Council of India and subsequently I became the faculty and then coconvener of Regional Center. Initially it was difficult time for us to organize and set the path. But, with the immense support of our Hon. Pro-Chancellor, Dr Vedprakash Mishra, we could succeed and reach at present status.

This journey offered me the opportunity to persue my interest in medical education.

Being the part of the family of nodal center, it was possible for me to accomplish my professional goals.

After 10 years, I came to envision myself as a compassionate educator, working for the cause of medical education.”

Dr Alka Rawekar

*“As a resource person, in the beginning, found that there is lack of motivation in faculty towards getting trained in medical education, in spite of desires to become a teacher in a medical college or an academician. But now gradually scenario is changing, not only there is an increase in motivation but understanding towards medical-education also found. Two things want to articulate - **First** all the time felt that most of the modalities of teaching-learning as PBL, CBL, TBL or various concepts, in relation to which we most of the time discuss, are from the western scenario. Constantly felt the need of assessment of Indian scenario and according to that, we should modify the concepts, in place of adopting them as a whole. **Second**, the need for exploration of our old Gurukul concepts felt, which we may found better than western concepts and techniques of teaching.”*

Dr Adarshlata Singh

“I belong proudly to a family of teachers. In spite of being a Paediatrician, the blood running in my veins did not allow me anything other than being a Medical teacher. Not only a prosaic medical faculty, I was inclined towards the field of Medical Education, absolutely naturally.

The then Regional and now the Nodal centre of the MCI, was a perfect opportunity for me to hone the skills of being exemplary teacher. Initially with an unconscious incompetence, under the guidance of Nodal centre, I could reach to a status of being unconsciously competent, and why this?

I am now one step ahead of i.e. “Training the untrained and bringing them in the main stream”. Once upon a time a novice, the strength in my wings is of the magnitude of training the untrained in curriculum, ATCOM. Leadership, Conflict and Change management.

Our nodal centre has earned me a repute of “The bestteacher , Co-traveller, Facilitator, Supervisor, Executive member of the core committee, and also a grass root level worker” at the same time. It has given me , position, power, pelf and peace. I owe a lot to our nodal centre at JNMC, and at

the subconscious level too, keep on contemplating how better it can be shaped. Within this decade, we all have been metamorphosed from ignorant ugly caterpillars to magnanimous butterflies. With at least some aura around our psyches, others not so privileged, look up to us with certain expectations, hope and patronage.

The little success stories, I am blessed with, I owe to the Nodal centre and School of Health Professions Education and Research. Our Nodal centre has groomed us up to this juncture of our lives. I pledge to dedicate my teaching skills and expertise to our Nodal centre at JNMC. Long live JNMC, Nodal Centre!!”

Dr Jayant Vagha

“It is really an exciting thing to reflect upon the MCI Nodal Centre for National Faculty Development, JNMC at this juncture when there are so many opportunities for medical education technology at the University. It is a great honor to be able to serve the department of research under the ambit or nodal centre.

Last ten years have seen the expansion of nodal centre and the integration of many components in medical education technology developing into a state-of-the art tool for both internal and external scholars. Working collectively we strive for excellence in all the missions of our centre. Excellence paves the way for innovations which reflect in the number of copy rights received by the members. As a result of its national impact in last decade the centre is receiving tremendous support and recognition from national and international agencies of repute.

I am sure the centre will continue to grow under the charismatic leadership of Dr Vedprakash Mishra Sir to become an international hub for MET activities. May the light of knowledge and wisdom emanating from the centre reach all the innovative minds creating a global impact in medical education technology.”

Dr Swanand S Pathak

I was the part of the first Basic course in Medical Education by this department after it got status of MCI Nodal centre. With this started my venture in Medical Education. Because of the encouragement from the faculty of this department, I did M Phil in Health Education and have become a part of it. I have seen this department grow from a Medical Education Unit to School of Health Professional Education. Many innovations in our university in the field of Teach, Learning and Education are due to SHPER. I feel privileged to be a part of this centre.

Dr Sachin Damke

“It gives me immense gratification to reflect my views on occasion of decade celebration of MCI Nodal centre for National Faculty Development. This Nodal Centre is accountable for my professional development as a medical teacher. I feel honored and proud to be a part of this MCI recognized Nodal Centre for National Faculty development. I sincerely thank all senior faculty for their constant support and guidance. It has proven to be successful to rekindle my passion of teaching by creating motivation and enthusiasm through medical education. I have learned the importance of faculty development for transferring the knowledge and facilitating teaching. I wish a great success and prospect in future.”

Dr ArchanaDhok/Khursade

“Teaching learning process at this Nodal center has really carved the medical education holistically. This has linked the health concepts to the learning outcomes through the systemic approaches. As a faculty member of such esteemed MCI recognized Nodal center, it’s an honor to be a part of effective and efficient professional development system. The way this system it is being implemented, is definitely transforming the teaching to the next level.

It’s a proud moment to be a part of such transformative leadership!”

Dr Chandrashekhar Mahakalkar

Educating health professionals in the twenty first century is a challenging endeavor due to many factors. The responsibility of this is put on the shoulders of nodal centres across India, by apical council. Nodal centre of JN Medical College, Wardha, located in Central India is one of these centres, playing a vital role for the last ten years.

Since the time, I joined the esteemed JN Medical College; I witnessed the remarkable growth of the nodal centre. Over a period of decade, the scope and working of the nodal centre has evolved tremendously leading to demonstrable outputs in the form of conduct of Basic course, Advance course workshops, developing educational networking, promoting inter-institutional educational research, building consortia, getting copyrights and scientific journal to the credit, and many more. The nodal centre, JNMC has grown from small seed to a big tree under the guidance and patronage from notable stalwarts of the DMIMS University. The sincere faith and trust of the participants, stakeholders from other medical institutes under the ambit of nodal centre has always given a boost to develop further and bring renaissance in the medical education arena. For all of us, the nodal centres is more like a ‘Family’, where we all are the companions of each other in the journey of exploring medical education technology and experience the fruits of shared learning. On this significant & momentous occasion of ‘Decade celebration’ of Nodal centre, JNMC, I convey my best regards and wish the nodal centre, JNMC a grand success for years to come.

Dr Sonali Choudhari

“Involvement in the Medical Education Unit was just a part of interest in Medical Education Technologies for me till I could witness the realm of an effective MEU in the form of MCI approved Nodal Centre for faculty development at JNMC.

My learning through various courses like Basic course and revised Basic in MET, AET Com sensitization and Masters in Health Professions Education, kept increasing my interests in Medical Education Technologies and its application.

Being a faculty of Nodal centre not only helps me to develop interpersonal communication with the faculties of similar interests from various Medical Colleges in Central India but also helps in updating about various researches in Medical Education conducted by them.”

Dr Abhishek Ingole

It is a matter of great pleasure and honour for me to give reflection upon the MCI Nodal Centre for National Faculty Development, JNMC. The evolution of Innovative Medical Education technologies in Indian history is slow and steady. MCI ordered every medical college to have a medical education unit for Faculty and Curricular Development. It is a great honour to serve the cause. I profoundly acknowledge that team of this nodal centre has spent all needful corpus of sweats in expansion in last 10 years under the great leadership of Hon’ble Dr. Ved Prakash Mishra sir.

We are seeing innovations in health professions education and in technology all around us and things are moving and changing very quickly and we have a tremendous opportunity to bring these forces together to achieve the different goals in health professions education. I wish a great success for the Nodal Centre and appreciate the untiring efforts of this centre.

Dr Suvarna Sande

“First of all, to be a resource person involves polishing and chiselling of self through a better skilled set. The MCI Nodal Centre at JNMC, DMIMS (deemed to be university) has been the skill instilled amongst all of us teachers, as in making us feel that a teacher is but a learner after all, and all his or her life, learning is continuous and never ceases.”

Dr Gaurav Mishra

“It’s an honor to be a part of Nodal center, at its decade celebration. The faculty development programs at this Nodal center inculcate the problem solving attitudes and make the professionals a true teacher. This nodal center is training the medical professionals since last ten years and such transformations may continue years together.”

Dr Meghali Kaple

Acknowledgements

1. *Dr Jayshree Mehta, President, MCI*
2. *Dr Rajlaxmi, Chief Consultant, Academic committee, MCI*
3. *Dr S. Ramanand Shetty, Chief guest, 1st ACME*
4. *Dr R K Ayachit, Chief guest, 2nd ACME*
5. *Dr Kirti Patel, National Consultant, ACME*
6. *Dr Latha Ravichandran, National Consultant, ACME*
7. *Dr Suresh Tankhiwale, ex Director SHPER & resource person, Nodal centre*
8. *Dr Nilima Tankhiwale , ex resource person, Nodal centre*
9. *Dr Nitin Gaikwad, ex resource person, Nodal centre*
10. *Dr Arunita Jagzape, ex resource person, Nodal centre*
11. *Dr Tushar Jagzape, ex resource person, Nodal centre*
12. *Dr Rashmi Patil , ex resource person, Nodal centre*
13. *Dr Ashwini Dixit, ex resource person, Nodal centre*
14. *Dr Anita Chalak , ex resource person, Nodal centre*

ACKNOWLEDGEMENTS



Annexures

1. Resource Faculty

The Nodal center has well trained and qualified faculty as resource persons who are actively involved in various faculty development activities of the center. A detailed list is given in table 1.

Sr. No.	Name of the Faculty	Designation and Department	Contact No.	Email ID
1.	Dr. Abhay Mudey	Dean, JNMC Professor, Preventive and Social Medicine	9373187088	abhaymudey@hotmail.com
2.	Dr. Tripti Srivastava	Professor, Physiology Convener, MCI Nodal Centre	9765404077	drtriptisrivastava@gmail.com
3.	Dr.Mrs. Sunita Vagha	Professor, Pathology Director, SHPER, DMIMS(DU)	9860244638	sunitavagha@gmail.com
4.	Dr Sandeep Shrivastava	Professor, Orthopedics CEO, DMIMS Hospitals	9765404068	drsandeepsrivastava@yahoo.com
5.	Dr.AdarshlataSingh	Dean Academics, Faculty of Medicine, Professor and Head , Dermatology	9765404086	alsingh1969@gmail.com
6.	Dr.Lalit Waghmare	Professor, Physiology, Dean, InterdisciplinaryHealthSciences	9373111178	drlalitwaghmare@gmail.com
7.	Dr.Alka Rawekar	Professor and Head, Physiology Co convener, (ACME) MCI Nodal Center	9823916173	alka.rawekar@gmail.com
8.	Dr.Jayant Vagha	Professor, Pediatrics Convener, Communication Skill Lab	9890625338	jayantvagha@gmail.com
9.	Dr.Swanand Pathak	Professor and Head, Pharmacology	9420529850	swanandspathak@yahoo.com
10.	Dr.Sachin Damke	Professor and Head, Pediatrics	9323234457	buntydamke@yahoo.com
11.	Dr. Archana Dhok	Associate Professor, Biochemistry, Co-convener, MCI Nodal Center	9970287371	drarchanadhok@gmail.com
12.	Dr.Babaji Ghewade	Professor and Head, Resperatory Medicine	9822342770	bghewade@rediffmail.com
13.	Dr. R.R. Fulzele	Professor, Anatomy	9970572504	drratnarf9@gmail.com
14.	Dr. Ujwal Gajbe	Professor and Head , Anatomy	9326871611	drujwal1970@gmail.com

15.	Dr C. Mahakalkar	Professor , Surgery	9822369277	cmahakalkar@rediffmail.com
16.	Dr. Suvarna Sande	Professor & Head, Microbiology	9422500336	suvarnasande@yahoo.co.in
17.	Dr. Sonali Choudhari	Associate Professor, Community Medicine	8600647967	cdrsonali@gmail.com
18.	Dr. Abhishek Ingole	Associate Professor, Community Medicine	9423889135	ingole.abhishek@gmail.com
19.	Dr. Gaurav Mishra	Assistant Professor, Radio- diagnosis	8378001700	drgv Mishra@gmail.com
20.	Dr. Meghali Kaple	Associate Professor , Biochemistry	9527863610	drmegham@rediffmail.com

Table 1 : Resource faculty of JNMC Nodal centre for National faculty development

2. ACME certified Medical teachers

1st Advance Course in Medical Education: Certified Medical Teachers

Sr. No.	Name of Faculty	Designation and Department	Name of Institute	Title of Project
1.	Dr. Suresh Chari	Professor, Department of Biochemistry, Director, MET	NKP Salve Institute of Medical Sciences, Nagpur	Developing and Validating curriculum for Administration skills workshop for Departmental Heads of Medical Colleges.
2.	Dr. Satish Kumar	Professor, Department of Biochemistry	Mahatma Gandhi Institute of Medical Sciences, Sewagram	Need assessment of enhancing in weightage of Applied Biochemistry
3.	Dr. P.G. Dixit	Professor, Department of Forensic Medicine	Government Medical College, Nagpur	Competency based postgraduate curriculum in Forensic Medicine and Toxicology: A pilot study
4.	Dr. Sachin Hiware	Assistant Professor, Department of Pharmacology	Indira Gandhi government Medical College, Nagpur	Need assessment of incorporation of clinical oriented pharmacology instead of pharmacy in practical pharmacology
5.	Dr. P.D. Jalgaonkar	Professor, Department of Medicine	Jawaharlal Nehru Medical College, Sawangi (Meghe)	Role of Death Audit for improving learning habits of Resident Doctors
6.	Dr. Shubhada Gade	Associate Professor, Department of Physiology	NKP Salve Institute of Medical Sciences, Nagpur	Use of Mini CEX as a Teaching Learning method in Physiology for Undergraduate MBBS students.
7.	Dr. Madhur Gupta	Professor, Department of Biochemistry	NKP Salve Institute of Medical Sciences, Nagpur	Parent Teacher Meeting – Attitude of Stakeholders
8.	Dr. Neena Nagdeo	Professor, Department of Microbiology	NKP Salve Institute of Medical Sciences, Nagpur	Awareness and Training of Interns regarding use of Microbiology Requisition forms.
9.	Dr. M.R. Waikar	Associate Professor, Department of Obstetrics and Gynecology	Indira Gandhi Government Medical College, Nagpur	Perception of the Incharge sisters and the about the failure of appropriate of implementation of waste disposal inspite of training

10.	Dr. Sanjay Deshpande	Professor, Department of Orthopedics	Jawaharlal Nehru Medical College, Sawangi (Meghe)	Designing a pocket size dictionary (Marathi to English) to enhance communication skills of medical students in Vidarbha Region, Maharashtra
11.	Dr. Sachin Gadge	Assistant Professor, Department of Forensic Medicine	Sh. Vasantnao Naik Government Medical College, Yavatmal	Need of Forensic expert in casualty ward of a rural teaching hospital
12.	Dr. Sushma Thakre	Associate Professor, Department of Preventive and Social Medicine	Indira Gandhi Government Medical College, Nagpur	A need assessment for mobile technology use in Medical Education
13.	Dr. Ann Wilkinson	Associate Professor, Department of Pathology	NKP, Salve Institute of Medical Sciences, Nagpur	Use of role play in sensitizing under graduate medical students in breaking bad news
14.	Dr. Sandeep V. Pakhale	Associate Professor, Department of Anatomy	Dr. Ulhas Patil Medical College, Jalgaon, Maharashtra	Students self prepared charts: Does it help to enhance learning gross anatomy in I MBBS?
15.	Dr. Snehlata R. Hingway	Associate Professor, Department of Pathology	Sh. Vasantnao Naik Government Medical College, Yavatmal	"A day at the museum" An undergraduate students perception about the utility of the Pathology museum
16.	Dr. Uday Narlawar	Professor, Department of Preventive and Social Medicine	Government Medical College, Nagpur	Impact of microteaching on improving teaching skills of junior faculties in department of Community Medicine, Govt. Medical College, Nagpur
17.	Dr. Ramdas Surwase	Associate Professor, Department of Anatomy	Maharashtra Institute of Medical Sciences & Research, Latur	Traditional /Demonstration versus modified traditional demonstration in Department of Anatomy
18.	Dr. Manish Shrigiriwar	Professor, Department of Forensic Medicine	Sh. Vasantnao Naik government Medical College, Yavatmal	Assessing the need of incorporation of Clinical Forensic Medicine in Undergraduate curriculum.

2nd Advance Course in Medical Education: Certified Medical Teachers

Sr No	Name of faculty	Designation and Department	Name of Institute	Title of project
1.	Dr Ajay Meshram	Professor, Biochemistry	Jawaharlal Nehru Medical College, Sawangi (Meghe), Wardha	Comparative analysis of structured group discussion versus problem based learning as a learning method for undergraduates in biochemistry
2.	Dr Roshan Bhisare	Assistant Professor , Orthopedics	Jawaharlal Nehru Medical College, Sawangi (Meghe), Wardha	Impact of utilization of complete hand outs as a learning tool for didactic lectures.
3.	Dr Sharad Kuchewar	Associate Professor, Department of Forensic Medicine	Shri. Vasantnao Naik Government Medical College, Yavatmal-445001, Maharashtra	Effectiveness Of Didactic Lecture And Demonstration In improving The Competency Of Interns In Writing Injury Certificate
4.	Dr Gargi Mude	Associate Professor, Department of Microbiology	Jawaharlal Nehru Medical College, Sawangi (Meghe), Wardha-442004, Maharashtra	Assessment of objectively structured viva voce in undergraduate medical students.
5.	Dr Sanhita Mukharjee	Associate Professor, , Department of	Bankura Sammilani Medical College,P.O.	Usefulness of animal simulator software in teaching Amphibian Physiology Practical for

		Physiology	Kenduadihi, Dist. Bankura-722102, West Bengal	1 st prof. M.B.B.S. students.
6.	Dr Sonia Gon	Associate Professor, Department of Pathology	ESI-PGIMSR, ESI Hospital, Joka, Kolkata – 700104, West Bengal	Effectivity of e-learning through whatsapp as a teaching-learning tool.
7.	Dr Rahul Narang	Professor, Department of Microbiology	Mahatma Gandhi Institute of Medical Sciences, Sewagram, Wardha-442102, Maharashtra	The effect of Jigsaw Technique of cooperative learning: A study on second MBBS students learning Hypersensitivity
8.	Dr Pulak Panda	Professor, Department of Physiology	KPC Medical College & Hospital, 1F, Raja S.C. Mullick Road, Jadavpur, Kolkata – 700032, West Bengal	Comparison of small group teaching with Conventional lecture class teaching for the MBBS students during their course of study
9.	Dr Sandeep Kokate	Associate Professor, Department of Microbiology	Government Medical College, Nagpur-440003, Maharashtra	Development and implementation of Training module on Biomedical waste segregation for Nursing staff of Tertiary care hospital.
10.	Dr Mehul Salve	Assistants Professor, Department of Obstetrics and Gynecology	Jawaharlal Nehru Medical College, Sawangi (Meghe), Wardha-442004, Maharashtra	Comparing two different simulations regarding management of post partum hemorrhage (PPH)
11.	Dr Arunita Jagzape	Associate Professor, Department of Physiology	Shri. Shankaracharya Institute of Medical Sciences, Junwani, Bhilai	Assessment of Knowledge of the medical students regarding the terminologies in medical education in their study career
12.	Dr Atul Tayde	Professor & Head, Department of Radiodiagnosis	Mahatma Gandhi Institute of Medical Sciences, Sewagram, Wardha-442102, Maharashtra	The impact of video assisted training (VAT) on slow learners.
13.	Dr Surekha Meshram	Associate Professor, Department of Anatomy	Shri. Vasantrao Naik Government Medical College, Yavatmal-445001, Maharashtra	To Study the Perception of First Year MBBS Students Towards Early Clinical Exposure in Anatomy.
14.	Dr Meenal Kulkarni	Associate Professor, Department of Preventive and Social Medicine	N.K.P. Salve Institute of Medical Sciences, Digdoh Hills, Hingana Road, Nagpur-440019, Maharashtra	Assessment of empathy among under graduate medical students.
15.	Dr Joya Ghosh	Associate Professor, Department of Biochemistry	ESI-PGIMSR, ESI Hospital, Joka, Kolkata – 700104, West Bengal	Concept Map As A Reinforcement Method Of Teaching Biochemistry.
16.	Dr Kishor Ingole	Associate Professor, Department of Microbiology	Shri. Vasantrao Naik Government Medical College, Yavatmal-44500, Maharashtra	Impact of sensitization about hand washing on second MBBS medical students.
17.	Dr Shubhda Deshmukh	Professor, Department of Anesthesia	N.K.P. Salve Institute of Medical Sciences, Digdoh Hills, Hingana Road, Nagpur-440019, Maharashtra	Comparison of CBL and seminar as a learning tool amongst Junior residents in Anesthesiology for interpretation of arterial Blood Gas report.

18.	Dr Anil Warkar	Associate Professor, Department of Physiology	Government Medical College, Akola-444001, Maharashtra	Introduction to Early Clinical Exposure as Learning Tool in Physiology.
19.	Dr Surekha Tayde	Professor, Department of Obstetrics and Gynecology	Mahatma Gandhi Institute of Medical Sciences, Sewagram, Wardha-442102, Maharashtra	Introducing Mini Clinical Evaluation Exercise (Mini CEX) as a learning tool in resident training program at Obstetrics and Gynecology of a rural medical school.
20.	Dr N.K. Gupta	Professor, Department of Surgery	Era's Lucknow Medical College Sarfarazganj, Hardoi Road, Lucknow-226003, Uttar Pradesh	Impact of peer group based learning on performance of peer.
21.	Dr Sarbari Swaika	Associate Professor, Department of Anesthesiology	Calcutta National Medical College, Kolkata, West Bengal	Role of simulation as a Teaching-Learning Tool for interns.
22.	Dr Sandeep Shrivastava	Professor, Department of Orthopedics	Jawaharlal Nehru Medical College, Sawangi (Meghe), Wardha-442004, Maharashtra	A Study on Academic Appraisal Program

3rd Advance Course in Medical Education: Certified Medical Teachers

Sr No	Name of faculty	Designation and Department	Name of Institute	Title of project
1	Dr. Nalini Arora	Professor & Head, Department of Obstetrics and Gynecology	Coordinator, Medical Education Unit, ESI-PGIMSR, ESI Hospital, Joka, Kolkata – 700104, West Bengal	Evaluation of effectiveness of problem based learning compared to conventional teaching of undergraduate students in emergency obstetric care
2.	Dr. Jwalant Eknath Waghmare	Associate Professor, Department of Anatomy	Mahatma Gandhi Institute of Medical Sciences, Sewagram, Wardha-442102, Maharashtra	Early clinical exposure in Anatomy with FLIP class.
3	Dr. Kshama Kedar	Associate Professor, Department of Obstetric and Gynecology	Indira Gandhi Medical College, Central Avenue Road, Nagpur-440018, Maharashtra	Structured case based discussion as a modality of post graduate OBGY teaching
4	Dr. Manjusha Deotale	Assistant Professor, Department of Community Medicine	Dr. Panjabrao Alias Bhausaheb Deshmukh Memorial Medical College, Shivaji Nagar, Amravati (Vidarbha)-444603, Maharashtra	Assessing learning style preferences among medical undergraduates and its impact on their academic performance.
5	Dr. Neelam Mishra	Professor, Department of Physiology	Government Medical College, Nagpur-440003, Maharashtra	Early Clinical Exposure as a Method to Augment Context Based Learning Among 1st Year Students
6	Dr. Vivek Harkare	Professor and HOD, Department of Otorhinolaryngology	N.K.P. Salve Institute of Medical Sciences, Digdoh Hills, Hingana Road, Nagpur-440019, Maharashtra	Introducing OMP for clinical teaching in ENT to Post graduate students
7	Dr. Soumya Chakraborty	Professor and HOD, Department of Anatomy	Member, MEU- ESI-PGIMSR, ESI Hospital, Joka, Kolkata –	Perceptions of 1st year MBBS students regarding utilization of e-

			700104, West Bengal	learning tools for collaborative learning in Anatomy
8	Dr. Kalyan Khan	Associate Professor, Department of Pathology	Coordinator, Medical Education Unit, North Bengal Medical College, P.O. Sushrutanagar, Siliguri, Darjeeling-734432, West Bengal	Computer Assisted Learning versus Conventional Methods for Pathology Tutorials – A Comparative Study
9	Dr. Namit Kant Sing	Assistant Professor, Department of Otorhinolaryngology	Maharishi Markandeshwar Institute of Medical Sciences & Research, Mullana, Ambala	Assessment of Videos Assisted Learning in developing Skill of advising Intranasal Corticosteroids spray
10	Dr. Meena Mishra	Professor, Department of Microbiology	Government Medical College, Nagpur-440003, Maharashtra	To assess the effectiveness of Jigsaw classroom technique of cooperative learning as the teaching learning tool in Microbiology in the undergraduate students.
11	Dr. Anjan Adhikari	Associate Professor, Department of Pharmacology	R.G. Kar Medical College1, Khudiram Bose Sarani, Kolkata-700 004, West Bengal	Perception of Medical Teachers towards Undergraduate Medical Theoretical Assessment System in a Medical College of West Bengal
12	Dr. Tanuja Manohar	Associate Professor, Department of Medicine	N.K.P. Salve Institute of Medical Sciences, Digdoh Hills, Hingana Road, Nagpur-440019, Maharashtra	Impact of structured bedside clinic module on students' learning
13	Dr. Booloo Sharma	Associate Professor, Department of Biochemistry	IQ-City Medical College, Sovapur, Bijra Road, Jaymua, Durgapur-Dist., Burdwan-713206; West Bengal	To evaluate the effectiveness of small group discussions among the undergraduate medical students
14	Dr. Naina Kumar	Assistant Professor, Department of Obstetrics and Gynecology	Maharishi Markandeshwar Institute of Medical Sciences & Research, Mullana, Ambala	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".
15	Dr. Ranjana Kale	Professor, Department of Pharmacology	Mahatma Gandhi Institute of Medical Sciences, Sewagram, Wardha-442102, Maharashtra	Evaluation and comparison of chalkboard ppt and combination of chalkboard ppt in II MBBS students
16	Dr. Sushma Pande	Professor, Department of Physiology	Dr. Panjabrao Alias Bhausaheb Deshmukh Memorial Medical College, Shivaji Nagar, Amravati (Vidarbha)-444603, Maharashtra	Perception of trained faculty about Basic course in Medical Education Technology: Suggestions and Recommendations.
17	Dr. Dipti Chand	Professor, Department of Medicine	Government Medical College, Nagpur-440003, Maharashtra	Multi source feedback as a formative assessment tool for Postgraduate students of Medicine
18	Dr. Julie Bhattacharya	Associate Professor, Department of Physiology	KPC Medical College & Hospital, 1F, Raja S.C. Mullick Road, Jadavpur, Kolkata – 700032, West Bengal	Introduction of MCQ's as assessment tools in Physiology

19	Dr. Suryabhan Lokhande	Assistant Professor, Department of Biochemistry	All India Institute of Medical Sciences, ,(AIIMS), Bhopal (MP)	Small group based self directed learning among undergraduate students in Biochemistry.
20	Dr. Sonia Jain	Professor, Department of Dermatology	Mahatma Gandhi Institute of Medical Sciences, Sewagram, Wardha-442102, Maharashtra	Objective Structured Long Examination Record (OSLER): Evaluation tool for Teaching - learning in postgraduate students in Dermatology.
21	Dr. Radha Munje	Professor, Department of Chest and Tuberculosis	Indira Gandhi Medical College, Central Avenue Road, Nagpur-440018, Maharashtra	Need based assessment of introduction of DOTS centre visit to learn implementation of RNTCP in UG curriculum
22	Dr. Y. R. Kulkarni	Associate Professor, Department of Anatomy	Indira Gandhi Medical College, Central Avenue Road, Nagpur-440018, Maharashtra	Evaluation of the MCQ's in Anatomy Preliminary examinations by Item Analysis : A retrospective study
23.	Dr. Kalpana Date	Associate Professor, Department of Microbiology	N.K.P. Salve Institute of Medical Sciences, Digdoh Hills, Hingana Road, Nagpur-440019, Maharashtra	Effectiveness of inquiry based learning (IBL): An innovative way to learn sterilization and disinfection in Microbiology

4th Advance Course in Medical Education: Certified Medical Teachers :

Sr No	Name of Faculty	Designation and Department	Name of Institute	Title of Project
1.	Dr. Jyotirmay Kirtania	Associate Professor, Department of Anesthesia	ESIC-PGIMSR & Medical College Joka, Kolkata	Learning curve of fresher postgraduates in managing serious adverse events on an anesthesia simulator.
2.	Dr. Subhabrata Sengupta	Assistant Professor and Head, Department of Otorhinolaryngology	ESIC PGIMSR & Medical College, Joka, Kolkata	Minimizing subjective inter assessor variation in scoring of long answer type questions
3.	Dr. Jamal Haider	Associate Professor, Department of Pharmacology	B.R.D. Medical College, Gorakhpur	"Comparative evaluation of CAL and traditional experimental pharmacology in learning the experimental pharmacology practical in 4th semester medical undergraduate students."
4.	Dr. Manish Kumar Singh	Assistant Professor & Head, Department of Community Medicine	B.R.D. Medical College, Gorakhpur	Utility of mini-Clinical Evaluation Exercise (mini-CEX) as a teaching learning tool in enhancing skills of Interns
5.	Dr. Sonali Chaudhary	Associate Professor, Department of Community Medicine	Jawaharlal Nehru Medical College, Sawangi (Meghe)	Use of 'Concept mapping' as a self directed learning tool in Community based medical education
6.	Dr. Pratibha Kale	Associate Professor, Department of Pediatrics	Dr. Panjabrao Deshmukh Memorial Medical College, Amravati	Perception of medical undergraduates regarding the factors facilitating & hindering the learning in didactic lecture.
7.	Dr. Varsha Bijwe	Associate Professor, Department of Surgery	Dr. Panjabrao Deshmukh Memorial Medical College, Amravati	Comparison between demonstration and video assisted teaching in enhancing psychomotor skills in interns.

8.	Dr. Milind Jagtap	Professor, Department of Pathology	Dr. Panjabrao Deshmukh Memorial Medical College, Amravati	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.
9.	Dr. Deepali Onkar	Associate Professor, Department of Anatomy	NKP Salve Institute of Medical Sciences & Research, Nagpur	Perceptions of 1st MBBS students towards ethical aspects related to anatomy
10.	Dr. Meenakshi Girish	Associate Professor, Department of Pediatrics	NKP Salve Institute of Medical Sciences & Research, Nagpur	Utility of low fidelity manikins for learning high quality chest compressions
11.	Dr. Amruta Dashputra	Assistant Professor, Department of Pharmacology	NKP Salve Institute of Medical Sciences & Research, Nagpur	Applicability of Team based learning in Pharmacology
12.	Dr. Suchi Jain	Professor, Department of Obstetrics and Gynecology	Mahatma Gandhi Institute of Medical Sciences, Sewagram, Wardha	Assessment of performance over competence after a simulation based training among post graduates of obstetrics
13.	Dr. Vishakha Jain	Associate Professor, Department of Medicine	Mahatma Gandhi Institute of Medical Sciences, Sewagram, Wardha	Efficacy of SNAPPS technique for facilitating learning/clinical reasoning in outpatient setting.
14.	Dr. Abhishek V Raut	Associate Professor, Department of Community Medicine	Mahatma Gandhi Institute of Medical Sciences, Sewagram	Reflection and Peer-Feedback for augmenting Emotional Intelligence among undergraduate students: a quasi-experimental study from a rural medical college in central India
15.	Dr. Archana Kannamvar	Associate Professor, Department of Anatomy	Sri. Vasantnao Naik Government Medical College, Yavatmal	'Peer physical examination' as a tool to facilitate low achiever students, for learning of living human anatomy and clinical skills.
16.	Dr. N S Dhaniwala	Professor and Head Department of Orthopedics	Jawaharlal Nehru Medical College, Sawangi (Meghe)	Evaluation of efficacy of directly observed procedural skills (DOPS) as learning and evaluation tool in orthopedics
17.	Dr. Bhavna Kamble	Assistant Professor, Department of ENT	Jawaharlal Nehru Medical College, Sawangi (Meghe)	Study the Effectiveness of multimedia as a learning tool for undergraduate medical students during ENT clinics.
18.	Dr. Smita Damke/Fule	Assistant Professor, Department of Microbiology	Jawaharlal Nehru Medical College, Sawangi (Meghe)	Effectiveness of blend-in syndicate group method in practical classes among medical students in subject of Microbiology.
19.	Dr. Manish Swarnakar	Associate Professor, Department of Surgery	Jawaharlal Nehru Medical College, Sawangi (Meghe)	Evaluation of Direct observation of Procedural Skills (DOPS) Test on selective skills of Surgery Residents.

3. List of medical college allocated to Nodal centre for (revised) Basic course in Medical education and AETCOM sensitization

Sr no	Medical college (Name and Region)
1.	Rajiv Gandhi Institute of Medical Sciences, Adilabad, Adilabad Distt. A.P
2.	Dr. Panjabrao Alias Bhausahab Deshmukh Memorial Medical College, Shivaji Nagar, Amravati (Vidarbha)-444603 Maharashtra
3.	Sh. Vasant Rao Naik Govt. Medical College, Yavatmal-445001 Maharashtra
4.	SRT, Rural Govt. Medical College, Ambejogai 431517 Maharashtra
5.	Govt. Medical College, Akola-444001 (MS) Maharashtra.
6.	Govt. Medical College, Latur, Maharashtra
7.	N.K.P. Salve Institute of Medical Sciences, Dighod Hills, Hingana Road, Nagpur-440019 Maharashtra
8.	Govt. Medical College, Nagpur-440003 Maharashtra
9.	Indira Gandhi Medical College, Central Avenue Road, Nagpur-440018, Maharashtra
10.	Mahatma Gandhi Institute of Medical Sciences, P.O. Sevagram, Distt. Wardha-442102 Maharashtra
11.	Sh. Bhausahab Hire Govt. Medical College, Chakkar Bardi, Malegaon Road, Dhule (MS)-424001 Maharashtra
12.	Dr. Shankar Rao Chavan Govt. Medical College, Vazirabad, Nanded-431601 Maharashtra
13.	Ulhas Patil Medical College, Jalgaon, Maharashtra
14.	Maharashtra Institute of Medical Sciences & Research, Ambajogai Road, Vishwanath Puram, Latur-413512, Maharashtra
15.	Indian Institute of Medical Sciences and Research, Warudi, Tq – Badnapur, Dist. – Jalna – 431202 (Maharashtra);
16.	Government Medical Collage, Govt. T. B. Hospital Campus, Ramnagar, Chandrapur-442401 (Maharashtra)
17.	The Dean / Principal Shri Shankaracharya Institute of Medical Sciences, Junwani, Bhilai – 490020 Chattisgarh
18.	Dean / Principal Government Medical College, Kuwar Tilak Singh General Hospital, Nehru Chowk, Gondia

4. List of medical college allocated to nodal centre for (revised) Advance course in Medical education and AETCOM sensitization

Sr no	Medical college (Name and Region)
1.	Rajiv Gandhi Institute of Medical Sciences, Adilabad, Adilabad Distt. A.P
2.	Dr. Panjabrao Alias Bhausaheb Deshmukh Memorial Medical College, Shivaji Nagar, Amravati (Vidarbha)-444603 Maharashtra
3.	Sh. Vasant Rao Naik Govt. Medical College, Yavatmal-445001 Maharashtra
4.	SRT, Rural Govt. Medical College, Ambejogai 431517 Maharashtra
5.	Govt. Medical College, Akola-444001 (MS) Maharashtra.
6.	Govt. Medical College, Latur, Maharashtra
7.	N.K.P. Salve Institute of Medical Sciences, Digdoh Hills, Hingana Road, Nagpur-440019 Maharashtra
8.	Govt. Medical College, Nagpur-440003 Maharashtra
9.	Indira Gandhi Medical College, Central Avenue Road, Nagpur-440018, Maharashtra
10.	Mahatma Gandhi Institute of Medical Sciences, P.O. Sevagram, Distt. Wardha-442102 Maharashtra
11.	Sh. Bhausaheb Hire Govt. Medical College, Chakkar Bardi, Malegaon Road, Dhule (MS)-424001 Maharashtra
12.	Dr. Shankar Rao Chavan Govt. Medical College, Vazirabad, Nanded-431601 Maharashtra
13.	Ulhas Patil Medical College, Jalgaon, Maharashtra
14.	Maharashtra Institute of Medical Sciences & Research, Ambajogai Road, Vishwanath Puram, Latur-413512, Maharashtra
15.	Indian Institute of Medical Sciences and Research, Warudi, Tq – Badnapur, Dist. – Jalna – 431202 (Maharashtra);
16.	Government Medical Collage, Govt. T. B. Hospital Campus, Ramnagar, Chandrapur-442401 (Maharashtra)
17.	The Dean / Principal Shri Shankaracharya Institute of Medical Sciences, Junwani, Bhilai – 490020 Chattisgarh
18.	Dean / Principal Government Medical College, Kuwar Tilak Singh General Hospital, Nehru Chowk, Gondia
19.	Faculty of Medicine, King George Medical University (KGMU) Lucknow- 226003, Uttar Pradesh
20.	Motilal Nehru Medical College, Lowther Road, Allahabad-211001, UP.
21.	GSVM Medical College Swaroop Nagar, Kanpur-208001, UP.
22.	U P Rural Instt. of Medical Sciences & Research, Saifai, Etawah – 206301, UP
23.	Rama Medical College Hospital & Research Centre, Rama City, G T Road, Mandhana, Kanpur—209217 (U.P)
24.	B.R.D. Medical College, Gorakhpur – 273 013, Uttar Pradesh

25.	Era's Lucknow Medical College Sarfarazganj, Hardoi Road Lucknow-226003 Uttar Pradesh
26.	Hind Institute of Medical Sciences, BarabankiSafedabad, Faizabad Road Barabanki – 225001
27.	Bankura Sammilani Medical College,P.O. Kenduadihi, Dist. Bankura, West Bengal-722102
28.	Burdwan Medical CollegeBurdwan-713104West Bengal
29.	Calcutta National Medical College, Govt. of West Bengal, 32, Gorachand Road,Kolkata-700014, West Bengal.
30.	Institute of Postgraduate Medical Education & Research, 244, Acharya J.C. Bose Road,Kolkata-700 020 , West Bengal.
31.	KPC Medical College & Hospital, 1F, Raja S.C. Mullick Road, Jadavpur, Kolkata – 700032. (W.B.)
32.	Medical College,88, College Street,Kolkata-700073, West Bengal
33.	Midnapore Medical College, Midnapore 721101,West Bengal
34.	Nilratan Sircar Medical College,138, A.J.C Bose Road, Kolkata-700014West Bengal
35.	North Bengal Medical College,P.O. Sushrutanagar, Siliguri, Darjeeling-734432, West Bengal
36.	R.G. Kar Medical College 1, Khudiram Bose Sarani, Kolkata-700 004
37.	College of Medicine & J.N.M. Hospital,P.O. Kalyani Dt. Nadia Nadia – 741235, West Bengal
38.	College of Medicine & Sagore Dutta HospitalSagore Dutta State General Hospital Campus,B T Road, Kolkata – 700 058, West Bengal
39.	ICARE Institute of Medical Science & ResearchVill. Bansbishnupur, P.O. Balughatta, District – Purba Medinipore West Bengal – 712 645
40.	Malda Medical College & Hospital,P.O. Malda, PS Englishbajar,District Malda – 732 101 West Bengal
41.	Baba Saheb Dr. Bhimrao Ambedkar Medical College and Associated Hospital, Tirwa Road, Kannauj,
42.	Mayo Institute of Medical Sciences, NH-28, Mile Storen-22, Lucknow Faizabad Road, Gadia, Barabanki- 225 001 UP,
43.	Murshidabad Medical College & Hospital, Station Road, P.O. + P.S. Berhampore, Distt. Murshidabad, West Bengal - 742 101,

44.	Government Medical College & Super Facility Hospital, Village & Post – Chakrapanpur, Dist. – Azamgarh (Uttar Pradesh)
45.	Dean, Faculty of Medicine, Integral University, Director, Integral Institute of Medical Sciences & Research, Dasauli, Kursi Road, Lucknow-226026, U.P;
46.	Manyawar Kanshiram Ji Government Allopathic Medical College, Jalaun (Orai), Near Stadium on Jhansi – Kanpur National Highway,
47.	The Dean/ Principal, IQ-City Medical College, Sovapur, Bijra Road, Jaymua, Durgapur-Dist., Burdwan, West Bengal-713206;
48.	The Dean/ Principal, ESIC Medical College, P.O. Joka, Kolkata – 700104 (West Bengal);
49.	ESI-PGIMSR, ESI Hospital, Joka, Kolkata – 700104
50.	ESI-PGIMSR, ESI Hospital, Manicktala, Kolkata – 700104
51.	Institute of Medical Sciences, BHU, Varanasi-221005, UP
52.	Career Institute of Medical Sciences & Hospital, Lucknow
53.	F.H. Medical College, Near Etmadpur, Railway over bridge, N.H.-2, Tundla, Dist. Firozabad, U.P.-283204
54.	North Eastern Indira Gandhi Regional Institute of Health and Medical Sciences (NEIGRIHMS), Mawdiangdiang, Shillong-793018
55.	Heritage Institute of Medical Sciences, Bhadwar, Mohan Sarai-Ram Nagar Bypass Varanasi – 221311
56.	Hind Institute of Medical Sciences, Sitapur, Mau, Ataria Sitapur
57.	Prasad Institute of Medical Sciences, Lucknow Vill - Sarai Shahjadi, Banthra, Kanpur Road, Lucknow - 226401
58.	Varun Arjun Medical College, Banthra, Shahjahanpur Keshlata Hospital, Delapeer, Bareilly, Sahajahanpur – 243122, U.P.

GLIMPSES



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