



The News Bulletin of
Medical Education
Technology Unit

Published By
Medical Education
Technology Unit
N.K.P.SIMS & RC and LMH

Annual MET News Bulletin
2019
Vol- 19



REFLECTIONS

Teacher Student Relationship



N.K.P. Salve Institute of Medical Sciences & Research Centre and Lata Mangeshkar Hospital
Digdoh Hills , Hingna Road Nagpur - 440019

Phone (07104) 665000, 236291, Fax- (07104) 306111 mail: nkpsims1@rediffmail.com/ website : www.nkpsims.in

<i>Editorial</i>	2
<i>Guest Editorial</i>	3
<i>Bolus from the Boss</i>	5
<i>Alumni Speak</i>	7
<i>PG Page</i>	11
<i>UG Page</i>	12
<i>Article Critique</i>	14
<i>MET Unit Buzz</i>	16
<i>Educational Research</i>	20



N.K.P. Salve Institute of Medical Sciences & Research Centre and Lata Mangeskar Hospital

Digdoh Hills , Hingna Road Nagpur - 440019

Phone (07104) 665000, 236291, Fax- (07104) 306111 mail: nkpsims1@rediffmail.com/ website : www.nkpsims.in



Medical Education Technology Unit

Patrons

Dr. Kajal Mitra,
Dean

Director & Chairman

Dr. Suresh Chari, Prof. Biochemistry
sureshchari2@gmail.com
Mob: 09422109500

Secretary

Dr. Shubhada Gade (Asso.Prof. Physiology)

Joint Secretary

Dr. Neena Nagdeo (Prof. & HOD Microbiology)

Co- Chairpersons

Dr. Vivek Harkare
Prof. & HOD ENT

Dr. Rekha Khandelwal
Prof. & HOD Ophthalmology

Members

Dr. M. Gupta
Professor & Head
Dept. of Biochemistry

Dr. D. Onkar
Professor & Head
Dept. of Anatomy

Dr. S. Deshmukh
Professor
Dept. of Anaesthesia

Dr. D. Barick
Professor
Dept. of Orthopadics

Dr. T. Manohar
Professor
Dept. of Medicine

Dr. A. Wilkinson
Asso. Professor
Dept. of Pathology

Dr. K. Date
Asso. Professor
Dept. of Microbiology

Dr. M. Kulkarni
Asso. Professor
Dept. of PSM

Dr. S. Gawande
Asso. Professor
Dept. of Psychiatry

Dr. S. Fulare
Asso. Professor
Dept. of Surgery

Dr. Arti Kasulkar
Asso. Professor
Dept. of FMT

Dr. A. Dashaputra
Asst. Professor
Pharmacology

Dr. P. Dixit
Asst. Professor
Dept. of OBGY



Dr Anne Wilkinson

Associate Professor Pathology

NKPSIMS & RC and LMH, Nagpur

Editor Reflections

The teacher and learner are lifelong partners. The role players keep changing. In a Medical Institute we must not forget that our patients are our teachers too. Over time the teacher has changed from a human being to an electronic form. Previously the medical teacher and learner interacted mostly within a classroom environment during lectures, assignments, clinics, etc. There was invariably a face to face interaction. Smaller the group, better was the interaction in the form of discussions, queries being solved or learning to remember complex things in simpler ways. The learner who went to the classroom, got the opportunity to learn and absorb things from the teacher. The teacher mostly influenced the learner in a positive way.

Medical education technology has also advanced with times and we have the advantage of using different methods to reach out to facilitate learning in students today, in spite of the increasing number of students in each batch. Unfortunately most of our learners consider the internet as his/ her Guru. In medical education although the internet has contributed in many ways to understand things, it has also sometimes given wrong facts or been interpreted differently by a gullible reader. Reading textbooks has been mostly restricted to pre examination preparations. The face to face interaction of teacher and student still remains the best way to connect and learn from each other. However let us read the views of our contributors in this edition.



DR. MEENA MISHRA
Professor
Department of Microbiology
AIIMS, Nagpur

Teacher Student Bonda Reverential Relationship

Right from the previous era of Guru - Shisya tradition and till date, time stands testimony to the fact that teachers have always made a deep impact upon the students' mind and their thinking process and hence they are rightly described as the sculptors of students' lives !

A serious thought ponders in my mind - are teachers born as teachers? As senior residents, doctors take the clinics and once they become Assistant Professors, they step into the world of teaching. Right from that moment, there are a lot of expectations - that they should do justice with their teaching profession and become a good teacher instantly!

Similarly there are expectations from the students that they should be sincere, studious, obedient, well-mannered, all-rounder etc. But whether it is teachers or students, I feel the IDEAL tag rarely fits 100% to either of them, as life does not always follow ideal rules always! When one thinks he/she has thoroughly prepared for the exams, life changes the question papers!

Next question - is it possible to customize tailor made teaching schedule for every student? How does a teacher decide what are the expectations from each student who is in turn an individual personality with his/her own set of strengths and weaknesses and own style of learning!

It is said that teachers occupy the same respect as God. This in fact puts a lot of onus on the teacher! He/she has to lead by example by thorough preparedness of the subject, effective communication skills, behavior with others and mentoring students to give their 100%. I always ask my students a question: If they fall sick, how will they choose a treating doctor for themselves? The answers I usually get from the students are: the doctor must be knowledgeable, intelligent, updated in skills, experienced, well mannered, good communicator, empathetic, disciplined, reputed, ethical and the list of expectations goes on! Then I ask them that similarly when a patient will choose you as the treating doctor, won't there be the same set of expectations? Then they start pondering over it and become more proactive in the learning process! They become more vigilant, come prepared for the classes, and start focusing on the various aspects of their personality! Do unto others what you want others to do unto you! Isn't it right? The most important thing we need to remember is that time has changed and now the students are smarter, have access to internet and they need to be convinced properly by the teachers! Internet cannot play the role of a teacher, internet cannot be a morale booster for the students, nor can it touch the lives of the students inspiring them to move ahead always!

The teachers have to sharpen their skills, be prepared to satisfy the queries of the students, and not to forget that we are always under the scan of our students, who will value you for your knowledge, positive attitude and skills! In a nutshell, teachers are a lighthouse for their students!

Similarly students should also need to be proactive in the learning process, managing human relations, managing their emotions, stress and most important their time.

I cannot refrain myself from discussing the concept of emotional intelligence with you all through this article! For a person to be leading, inspiring, getting success and creating a healthy atmosphere which is conducive for growth, it is the emotional quotient (EQ) which matters more than the intelligence quotient (IQ), both in personal and professional life! Unfortunately we are placed in an era where the value or the worth of the person is calculated from their scores, degrees and medals won, but there are many more aspects which actually adds to the true worth of a person! How sensitive you are to the weaknesses of other persons, how inspiring you are to convert their weakness into their strengths are the questions to be answered.

I dedicate my teaching skills to my special child Rishika who is dyslexic. I had to face a lot of problems during her school days till the time Aamir Khan's Taarey Zameen Par was released and the society was sensitized to some extent that the teachers need to be sensitive for their students! In medical colleges also, we do have some students who may need more attention as compared to other students and here the role of teachers to act as catalysts for their lives is most important. Making teaching simple, interesting, inspiring and meaningful is a far more complex task. To teach is to touch a life forever and it needs a big heart, courage and conviction to do that. Developing positive teacher-student relationships takes significant time and effort; however, the benefit on both the teacher and student is immeasurable making this bond reverential indeed!. Academic excellence is important; however, we want our students to achieve so much more. We want to empower them to change the world!



Dr Rekha Khandelwal
Professor and Head

Department of Ophthalmology
NKPSIMS & RC and LMH, Nagpur

The Lasting Impact of a College Student

A sunny morning of a cold winter in Nagpur ...sitting in my relaxing chair away from the hustle and bustle of the city in the farm-house with a cup of hot coffee....suddenly my mind went back 25 years from now.

A freshly passed MS ophthalmology lecturer in this institute was all set to teach bubbly undergraduates who would take ophthalmology subject with all sincerity due to sensory nerve and blindness associated with it. The eye injury topic was my favorite and I used to enjoy teaching this topic by drawing on the blackboard how different parts of the eye are affected in different types of eye injury. It was a hot topic in the university exam, so students used to take notes very seriously.

Every year a fresh batch used to come and every year I used to think about what new things I could add to my existing lecture. A passionate teacher would like to make lectures interesting and my efforts were always towards that.

There were no postgraduates at that time and our whole attention was either patient care or undergraduates. Probably that was the first time I realized how much I enjoy being a teacher! The art and science of teaching was never taught to us but medical teachers learned to teach their subject by experience. Now we are trained for teaching through the medical education technology cell.

One undergraduate student of our college changed my life.

A tall dark and very thin boy, one day came after his MBBS results and touched my feet saying he is highly motivated by my lecturers and wishes to become an ophthalmologist. A girl taking ophthalmology was still very common at that time but a boy saying it was a little difficult to understand. I smiled and thought, may be I will see him as an orthopedic surgeon after four years. But I kept the thought in my mind and congratulated him for his excellent performance in the university exam and wished him success in life.

The boy again came after one year...when I was passing through the corridors of the hospital at Sitabuldi with a box of sweets. He was very happy this time that he had got admission in a prestigious college for ophthalmology post-graduation course. Very few undergraduate students used to do this - informing teachers about where they are going for post-graduation. It was a gesture that I can never forget.

But the real story starts now...

He started his post graduation at Sankara Nethralaya Chennai. One of the top institutes for ophthalmology training and I got busy teaching other batches of undergraduates in our college as a routine.

One day he came to meet me and this time in my house. I was very happy talking to my ex-UG student who did post-graduation in my dream institute and joined for a fellowship program too. Probably for a teacher it is very satisfying to see his/her student reaching a place where she/he wanted to be. But I was shocked when he told me with authority that now is the time when "I" had to write a few international exams this year! He wanted

me to do FRCS Ophthalmology, a degree which I knew as a “dream and very difficult” degree in Ophthalmology and nothing more. Of course, it was never in my wildest dreams till that day. He had already cleared FRCS by then so he knew the path I would have to travel to reach the goal very clearly. I was a mother of two young boys, a happy undergraduate teacher and a satisfied doctor at LMH treating patients. But he was clear in his mind and said he wants it from me, and he would send me the form and books after going back to Chennai. He asked me to fill the form for ICO as a first step, and soon mailed me the books.

I started preparing for it. From then on our roles of “teacher and student” were reversed. He would call to check my progress. He used to motivate me as a teacher would and used to quote examples of many other very senior ophthalmologists at Chennai who were preparing for FRCS. He used to say "when they can do...you can do, I know this" and I was trying my best to realize his dreams. My husband always believed in him as by now he was like a family member and my children thought it is good if mom is studying with us!!

I cleared both parts of ICO exams and now I had to prepare for final FRCS (Ophthal). A challenge he had taken for me. On many occasions, I used to wonder why he was doing this for me. After 10 years of my post-graduation now again he is asking me to study basic sciences, clinical sciences and giving me stress...but he would call and would check if I am alright or not. He would not let me leave it in between. I cleared FRCS (Ophthalmology) at Glasgow UK. The day I cannot forget ever, when my elder son accompanied me for this exam to the UK for three weeks and saw my final result on the notice board on a biting winter evening of November at Glasgow university. The first person I called after the result, was my own undergraduate student of NKP SIMS & LMH.

After that, there were many firsts in my CV and his CV due to our association. I accompanied him to Rome for his first International trip to the world trauma conference. We were in the ocular trauma team together for instruction courses in the prestigious American Academy Ophthalmology Conference in the USA and Singapore.

His area of interest is ocular trauma and he is now a world-renowned speaker in ocular trauma. He is very humble and introduces me to others as “his mentor” and gives full credit to my ocular trauma lectures in his undergraduate days for his expertise in this area. However I think he is my “mentor, philosopher and guide”, a person who has changed my life as an “academician and a teacher”.

The coffee is over with the flashback of 25 years of my life and the face of Dr. Rupesh Agrawal is before my eyes. Indeed an undergraduate student can be a mentor of a teacher!

Hundred cheers for students and alumni group of NKP SIMS & LMH ...as you only make us “teachers”!





Dr Umesh Hassani (MBBS 1990 Batch)
Associate Professor
Department of Microbiology
NKPSIMS & RC and LMH, Nagpur

Teacher Student Relationship

Each of us will undoubtedly recall remarkable teachers that we had in medical college who inspired us during our undergraduate & postgraduate days. Apart from the explicit curricular content, through their attitude & behavior they would teach us compassionate, humanistic relationships with patients and the health care team. This was informal teaching. This has now been formally incorporated in the new competency-based Medical Council of India curriculum as “AETCOM MODULE”.

Apart from that, from an Alumnus point of view I think during our undergraduate years all our teachers motivated us to learn & we never faced intimidation from our teachers. Due to such positive influences we as students, learnt to take more risks and pursue positive learning behaviors such as asking questions and challenging assumptions.

We were also fortunate to be guided by senior teachers, who through their experience had the ability to sift what was needed from the vast tracts of information available to all. They were able to simplify without being simplistic

In today's scenario we can see that the science of medicine is continuously advancing and changing, so as medical educators we need to keep pace with recent updates.

As the moral world is also changing, there is no moral compass to choose right from wrong, or the greater good. Today the easiest thing is to blame the current generation of students as uncommitted, superficial, of inferior quality, unsuited to the medical profession, inordinately attached to their inanimate hand-held devices. The harder option is to look at ourselves in the mirror, as medical educators, and ask how much we have abrogated the role entrusted to us.



Dr Rajesh Dehanker (MBBS 1991 Batch)
Associate Professor
Anatomy Department
NKPSIMS & RC and LMH, Nagpur

गुरु और शिष्य का रिश्ता

गुरु और शिष्य का रिश्ता सुरज और उसकी किरणों से उभरते हुए साये की तरह होना चाहिए, सुरज जिस तरह रोशनी बाँटता है उसी तरह गुरु ज्ञान बाँटते रहे और शिष्य सुरज की रोशनी से उठते साये की तरह गुरु का साया बनकर रहे। सुरज जब ढलने लगता है तो साया बड़ा और उँचा होते जाता है। गुरु की उम्र जब ढलने लगे तो शिष्य भी साये की तरह गुरु से बड़ा और उँचा बने ऐसी हर गुरु की इच्छा और हर शिष्य की तमन्ना होनी चाहिये। गुरु और शिष्य का रिश्ता चाहे भूतकाल का हो या वर्तमान काल का, आज भी हर गुरु की इच्छा होती है की उसका शिष्य उससे कहीं ऊँचे शिखर पार करे। शिष्य भी गुरु का सम्मान और आदर करते हैं फर्क इतना ही है के तरीका बदल गया है, आज गुरु और शिष्य दोस्तों की तरह रहते हैं और एक दुसरे के विचारों को समझते हैं, उनका आदर करते हैं और उनपर अमल करते हैं।

आनेवाले समय में भी गुरु शिष्य का रिश्ता इसी तरह बना रहे ऐसी आशा करता हूँ।



Dr Arti Kasulkar (MBBS 1995 Batch)
Associate Professor
FMT Department
NKPSIMS & RC and LMH, Nagpur

Motivating Students - The Teachers responsibility

“Teachers who put relationships first don't just have students for one year. They have students who view them as their teacher for life.” Educator Justin Tarte.

A teacher is present in every corner of the world, but one must consider what he/she is learning from him/her. We have our elders as teachers at home, we have teachers in schools and colleges, and we have a mentor as a teacher in our professional lives. Different lessons can be learnt through different persons, things, scenarios, and much more in life. An individual is a lifelong student.

One of the purest and most deeply motivating partnerships is that of a committed teacher and enthusiastic student. When students learn a particular subject from a teacher, by obtaining feedback from the students, the instructor learns how to develop their teaching skills and make the lessons more interesting. Therefore both sides are learning from each other.

Not all students are the same. While some quickly grasp the concepts that have been taught and take an active part in the learning process, others may be shy, or even disruptive. This gives the teacher an additional responsibility for creating an atmosphere that is conducive to an interesting learning process. Hence at times the teacher has to learn to change his method to suit the learner.

Long live the teacher student relationship!



Dr Rakhee Ambade (MBBS 1996 Batch)
Associate Professor
Physiology Department
NKPSIMS & RC and LMH, Nagpur

Reversal of roles - The challenge!

Being an Alumnus and part of this Institution as a teacher today, I find my role reversed! I was an introvert as a student and didn't interact with my teachers at that time. However I have very good memories of my college life and learnt different surgical and medical procedures from my teachers like Dr. T R V Wilkinson Sir, Dr Sunita Ghike Madam, Dr Belsare Sir and Dr Chauhan Sir.

When I was a student, our teachers mainly taught using chalk on the blackboard and also using transparencies projected on the over head projector. Although the blackboard is still used, we now use power point presentations for teaching. As a teacher today I find that most students are confident and interact freely with their teachers. They are the millennial youth- energetic, enthusiastic and fully conversant in using technology to their advantage. Hence teachers today have to keep pace with the students and need to update themselves to use newer teaching technologies to make the classroom more interactive and interesting.



Dr. Shilpa Hajare (MBBS 2000 Batch)
Assistant Professor
Community Medicine
NKPSIMS & RC and LMH, Nagpur

Influencing young minds

One of the most selfless and influencing relationships is that of a student and a teacher. Most of us have a favorite teacher. A teacher is just like a potter who spins the wheel with the same dedication for all the pots to be made, and tries to mould the earth into beautiful and strong pots. As a teacher, I think a good teacher is one who has good communication skills and is willing to communicate his/her knowledge to the students, has a lot of patience to teach even the slowest learner and criticizes as well as praises students accordingly. As Aristotle said "those who educate children well are more to be honored than they who produce them; for these only gave them life, those art of living well".



Dr Abhishek Mankar
Junior Resident
Department of Surgery
NKPSIMS & RC and LMH, Nagpur

Students & Teachers - The bilateral relationship

A teacher holds the highest regard for a student after their parents. Most cultures preach that a student must respect their teachers and should try to learn not only the curriculum, but also the values of life. A good teacher teaches one in all walks of life. And speaking from my personal experience of the past 8 years in this Institute, I consider myself lucky to have learnt from many such teachers.

I distinctly remember entering the college as a shy 17-year-old with meager social skills. Looking at all the unknown new faces and the unfamiliar corridors of this campus was a daunting experience. The prospect of learning about the human body and its ways was exciting and horrifying at the same time and the major reason I pulled through was the teachers. When I look back at that first day of college today as Resident of Surgery, it fills my heart with gratitude and nostalgia.

From teaching the basic anatomy of the human body to holding my hand to teach me how to suture a wound, the teachers of this college have played the biggest role in the development I've made as a student and as a doctor. However, it didn't stop at the curriculum. From taking trips together to dancing with them to the latest tunes on the stage, I've shared innumerable memories with the teachers of this institute. To my luck, much of my time spent in this college was under the shadow of some excellent educators.

And like any other aspect of life, not all the teachers were the same. I took liking to some while wasn't really excited about the others. But the impact that most of them have had over me is remarkable. Having learnt from some excellent professors and clinicians, I still remember some of the lectures like they happened this very morning. It's amusing how one unknowingly picks up certain traits from their teachers, again emphasizing just how important a role a good teacher can play in a students' life.

Of course, like any other, a teacher student relationship too is a two way road. No matter how well a teacher teaches, it wouldn't be fruitful if the student doesn't take efforts. However, I would like to put the onus of inculcating curiosity and interest in a subject on the teachers.

Today when I look at a patient when they enter the OPD and examine them and work along the course of their treatment, I believe that every minute and every calorie that my teachers have spent on me as a student proves fruitful. And I sit with my fingers crossed that I be blessed with many such teachers ahead in my life to help me learn, grow and develop into a successful, happy and content individual.



Rucha Ridhorkar
MBBS 2015 batch
NKPSIMS & RC and LMH, Nagpur

Guru-Shishya Tradition: Beyond Teacher-Student Relation

Guru-Shishya Parampara is an age old tradition in India which has existed for centuries and has transformed over the years. From the Treta Yuga, Ramayana has mentions of the Gurukul system and Lord Rama's Guru Rishi Vishwamitra. Also, scriptures about Dwapara Yuga talk about Lord Krishna's Guru Rishi Sandipani. The teacher-disciple relationship is a divine bond which has a spiritual and religious significance in our country. Guru-Shishya parampara is a Sanskrit phrase in which shishya literally translates to 'student of a guru' while parampara refers to 'an uninterrupted succession'. Thus the lineage is simply passing the wisdom from a succession of a mentor to their mentees. The Guru develops not only the skill or a subject but guides the shishya throughout his life, nurturing his talents and interests.

The tradition reinstates a sense of belongingness towards ones teacher and worshipping the Guru as God. It also meant spending the entire duration of education at the abode of the Guru until the student attains perfection at the art or skill he is learning. The shishya typically lived with the guru. Knowledge is passed from guru to shishya through the spiritual, intellectual and emotional bond between them. The guru guides his pupils on their path to knowledge and enlightenment. The relationship requires the shishya to be obedient and devoted to the guru.

In India, the concept of guru-shishya has not survived entirely unscathed. The modern guru-shishya relationship is, at the moment, an uncomfortable blend of the traditional gurukul system, and the modern (and sometimes western) teacher-student relationship. It is altered by institutionalization, democratization and current market forces even as it simultaneously tries to maintain the stark hierarchy and unquestioning reverence that existed in the traditional gurukul system. The modern guru-shishya phenomenon is yet to find its balance in the constant renegotiation between tradition and modernity that Indian education is currently undergoing.

While the modern guru is still seen as the ultimate imparter of knowledge, knowledge is often held back from the student. Today's flawed education system restricts learning- to mere books and examinations where the role of guru is very limited.

Information should be perceived as knowledge and knowledge should always be inculcated as wisdom. And what better source can that be but a Guru, a teacher who teaches you the true meaning of life. 'Gu' means 'darkness' and 'ru' means 'removal'- the one who frees you from ignorance of disorder and helps you live life blissfully.

To restore the Guru- Shishya parampara in today's world the student must show a 100% dedication and unconditional faith towards the teacher. It must be supplemented by the dint of sheer determination and hard work. A good, ideal, ethically strong teacher who becomes guiding light for you is always a need of every student. Every child is born with some talent and unique quality but refinement done to that talent with support of loving good teacher adds to its longevity.

A Good student is the reflection of a Good Teacher and what better Guru Dakshina can a Shishya give than to learn, imbibe and practice which you were taught to become a Good Student , better citizen and adorable personality.

Hence, it goes without saying that for getting liberated from the shackles of birth and death - to attain supreme bliss, nirvana and emancipation from this world, one should first find a suitable guru, fall at his/her lotus feet and surrender totally.

I would like to end the article with a quote from “Alexander the Great” - “I am indebted to my father for a living, but to my teacher for living well”

Have a great learning attitude....



Dr. Meenal Kulkarni
Associate Professor
Community Medicine
NKPSIMS &RC and LMH, Nagpur

Exploring attributes of effective teachers - student perspectives from an Indian Medical School

Ciraj AM, Reem Rachel Abraham, Vinod Pallath, K.Ramnarayan, Asha Kamath, Ramachandra Kamath
South East Asian Journal of Medical Education Vol. 7 no. 1, 2013

Abstract

Introduction: Attributes of an effective teacher is a passionate area of research for medical educators. Teaching at Melaka Manipal Medical College (MMMC), Manipal University, India, is assessed periodically as a part of the institution's program evaluation process. The present study was undertaken to determine the highly rated attributes of a medical teacher, as felt by three batches (preclinical, para-clinical and clinical batch) of medical students at MMMC.

Methods: A questionnaire focusing on twelve attributes of effective teaching was developed and administered to three batches of students. Students were requested to select the five most important attributes from the questionnaire and rank them accordingly as 1st, 2nd, 3rd, 4th and 5th. The responses were analyzed using cross tabulation and percentages of the grades provided by the participants were reported for each batch.

Results: The ability of a teacher to motivate and inspire students was rated to be the best attribute of an effective teacher. Students also felt that defining objectives and clarifying concepts was an important quality that medical teachers should possess. The importance of being an effective communicator was also emphasized.

Discussion: The present study underpins the need for a healthy teacher-student relationship in medical schools. Communication with international students in an Indian scenario may be a challenging task, keeping in mind the diverse cultural background of students. Probing qualities that students identify with an effective teacher may help us respond to these challenges.

Keywords: effective teacher attributes international medical students

Strengths of the study

- 1) **Title of the study**- appropriate
- 2) **Study Background**- importance of topic is well mentioned in the study.
- 3) **Objectives**- Aim and Objectives mentioned.
- 4) **Methodology**-study was planned properly.

- A cross-sectional study was conducted at Melaka Manipal Medical College (MMMC), Manipal University, India which offers a Bachelor of Medicine and Bachelor of Surgery (MBBS) program in a twinning mode.
- The present study was conducted among three batches of students at MMMC, after approval from the Institutional Review Board. The first batch (hereafter referred to as the pre-clinical batch) comprised students in their first year of medical training whereas the second batch (hereafter referred to as paraclinical batch) near completing of their first two years of training. The third batch of students included students in the final semester undergoing clinical training in Malaysia
- After a thorough literature review, a questionnaire focusing on twelve attributes of effective teaching was developed.
- Content validity of the questionnaire was determined by seeking opinions of medical education experts.
- The questionnaire was administered to the pre and para-clinical batches on separate days after a regular lecture class. The clinical batch students were requested to respond to the questionnaire during their clinical postings.
- Students were informed regarding the purpose of the study and assured of the confidentiality of the responses
- They were requested to select the five most important attributes from the questionnaire and rank them accordingly as 1st, 2nd, 3rd, 4th and 5th. The responses were analyzed using cross tabulation and percentages of the grades provided by the participants were reported for each of the batches.

5) Results and conclusions

Results and conclusions are matching with the objectives.

Limitations of the study

The result of the study cannot be generalized and will be limited to Melaka Manipal Medical College (MMMC),

The Medical Education Technology Unit of NKP Salve Institute of Medical Sciences & Research Centre, completed 10 years as a recognized MCI & MUHS centre for National Faculty Development Program. The Unit has organized following programs for the teachers and students in the year 2019:-

I] Faculty Development Program:

A. Since 2009 it has conducted 15 Basic Course Workshop & Revised Basic Course Workshops. MCI New Delhi has implemented **Competency** Basic Medical Education since 2019. In consonance with the same Curriculum Implementation and Support Program (CISP) was conducted in June 2019.



B. Two MUHS recognized workshops for Health Science Education Technology (HSET) teachers for Nagpur & adjoining region were conducted.

C. To appraise faculty about the recent trends in research, finances and current social issues, following guest lecturers were organized.

1. “ **Defining True Success** ” Faculty: Dr. Satya B. Mitra
2. “ **Investing for growth & tax efficiency** ” Faculty : Mr. Parag Paranjape
3. “ **Innovation Based IPR & Incubation** ” Faculty: Dr. Sandip Khedkar
4. “ **Writing a Research Grant** ” Faculty: Dr. Abhay Gaidhane & Dr. Zahir Quazi



D. Apart from faculty development, MET unit also believes in developing educational leadership & "Leading Tomorrow" was one such program organized on 25th Jan 2019 where 26 Participants from Nagpur, Amravati, Akola, Gondia, Wardha and Aurangabad had participated.

II] Capacity Building

- a. Dr Madhur Gupta, NKPSIMS Faculty was selected for FAIMER Fellowship.
- b. Three Staff member were selected for MCI Advance course in Medical Education
- c. Dr. Suresh Chari was a faculty at NCHPE 2019 at Jawaharlal Nehru Medical College, Belagavi

III] Publications:

A. Journal of Education Technology & Health Sciences

3 issues of 6th volume were published

- (1) Issue published on April 2019
- (2) Issue published on August 2019
- (3) Issue published on December 2019

B. Splash: a Quarterly Campus News letter. 3 issues were published.

IV] Under Graduate Students

• Foundation Course

Medical Council of India New Delhi MCI New Delhi has implemented CBME for Phase I MBBS from 2019 batch. As a part of CBME curriculum one month Foundation Course was made mandatory. MCI suggested broad outline of areas to be covered in Foundation Course in its document but but .designing the modue was left to the institutes . MET Unit NKPSIMS designed and implemented an elaborate Foundation Course incororating all the areas.

Profesional Development ;: 40 hours

Language and Computer training : 40 Hours

Sports and Extra curricular activities : 22 hours

Skills : 35 Hours

Field visit : 8 Hours



MET Unit believes in teaching beyond syllabus & active learning principles. In accordance with this, following TL methodologies were adapted at NKPSIMS

• **CBL / PBL**

Sr. No	Date	Department	Topic	Students
1.	9/1/2019	Biochemistry	Gout	2019 Batch

• **Syndicate Seminar**

Sr. No.	Date	Department	Topic	Students
1	30 th Jan 2019	Physiology	GIT	2018 batch
2	11th Feb 2019	Physiology	Endocrines	2018 batch

• **Communication Skills Workshop**

Sr. No.	Date	Department	Topic	Students
1	15 th Oct 2019	MET	Communication Skills Workshop – level III	Interns 2014 batch



VJ Post Graduate Students

Expressions: The annual National Power Point Presentation (PPT) & presentation skills competition was organized on 31st Jan 2019. 17 Medical PG students participants from 7 states across the nation

VII Samvad: Communication Skills Lab Inauguration

VIJ Samvad: Communication Skills Lab Inauguration

Medical Council of India New Delhi in its Vision 2015 document has defined 5 roles for an Indian Medical Graduate, one, of them being a Communicator.

N.K.P. Salve Institute of Medical Sciences & Research Centre and Lata Mangeshkar Hospital, Nagpur designed a Communication Skills lab for training of UG students on communication Skills. The lab is equipped with audiovisual facilities a hall, 4 small cubicles with a capacity of 12 –13 students & a console to monitor the small group activities of the students. It was inaugurated at the hands of Honourable Chairman VSPMAHE Shri Ranjeet Deshmukh on 10th July 2019.

The MET Unit of NKPSIMS & RC and LMH has designed a module for teaching communication skills to the MBBS students in I, II and III professional years. The modules are taught to the students by using lecture method to brief them about the topic, followed by dividing the students in 4 small groups of 12-13 students each. The students discuss and design role plays in small groups inside the cubicles and then share with the large groups. The student's participation in small group discussion is monitored via a console.



Papers published:**1. Quality assurance in medical education : Need of the hour**

Dr. Shubhada Gade

Panacea Journal of medical sciences Vol. 6 Issue 2 Page no. 35 - 36

2. Perception of students and faculties about objective structured practical examination (OSPE) as a method of assessment of competence in biochemistry as against the conventional method.

Dr. Manju Chandankhede & Dr. Madhur Gupta

International journal of current medical and pharmaceutical research Vol. 5 Issue 7 Page no. 4319 , 4321

3. Designing & Implementing role play as a method of teaching biochemistry for first MBBS Students

Dr. Smita Narad Dr. Suresh Chari Dr. Madhur Gupta

Journal of education technology in health sciences Vol. 6 Issue 3 Page no. 66 - 71

4. Medical Teachers Attitude Toward teaching profession

Dr. Amruta Dashputra, Dr. Suresh Chari, Dr. Amit Date & Dr. R. Siddique

National Journal of Integrated Research in Medical Vol. 10 Issue 1 Page no. 11 - 16

5. Pattern and usefulness of smartphones in undergraduate medical students in central India - The students

Dr. Anne Wilkinson & Anagha Yenurkar

International Journal of medical sciences and innovative research Vol. 4 Issue 2 Page no. 223 - 229

6. One minute preceptor as a tool for teaching histopathology slides to postgraduate students in pathology

Dr. Sadhana Mahore Dr. Kalpana Bothale Dr. Sunita Vagha

International Journal of medical science and innovative research Vol. 4 Issue 5 Page no. 145 - 152

7. Perception of medical students towards student - led seminars as a teaching - learning tool in forensic medicine and toxicology

Dr. Arti Kasulkar & Dr. Madhur Gupta

International Journal of medical science and education Vol. 6 Issue 1 Page, no. 7 - 10

8. Participatory tutorial as teaching technique for medical students

Dr. Mohan Joshi Prasannajit & Dr. Meenal Kulkarni

Journal of education technology in health sciences Vol. 6 Issue 2 Page no. 54 - 56

9. Impact of structured bedside Teaching module on students learning

Dr. Tanuja Manohar Tushar Jagzape Dr. Nalini Humane

Journal of education technology in health sciences Vol. 6 Issue 2 Page no. 48 - 53

10. Death Audit - 2014 to 2018 as an activity of medical education technology

Dr. Vivek Pande, Dr. Nalini Humanay & Dr. Ravindra Kahirsagar

Journal of medical science and clinical research Vol. 7 Issue 12 Page no. 146 - 157

Teacher is nothing but..



A Gardener..!

Painting by -Dr. Devyani Wanjari
(MBBS 2012 Batch)