

# RAMAIAH MEDICAL COLLEGE

## **MEDICAL EDUCATION UNIT**



“ If you are not willing to learn  
no one can help you.  
If you are determined to learn,  
no one can stop you. ”

- Zip Ziglar

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# Introduction

The medical education unit is a separate unit constituted by representative faculty members from pre, para and clinical departments. The main goal of the medical education unit is to update, implement and innovate in the area of medical education. The medical education unit (MEU) conducts faculty development and student training programs in teaching-learning, assessment, communication skills, mentoring. It also oversees activities of student feedback, peer evaluation, mentoring and encourages research in medical education.

## History

Medical Council of India (MCI) had mentioned in its guidelines about starting a Medical Education Cell / Unit (MEU) in medical colleges in 1997. Dr. Shivaram, the then Principal of M.S Ramaiah Medical College, initiated the process.

The MEU of MSRMC was officially inaugurated with a faculty development program under the guidance of Dr. D.K. Shrinivas, Consultant, Curriculum Cell, Rajiv Gandhi University of Health Sciences and amply supported by Dr. Sandhya Belwadi, Principal of MSRMC.

The initial objectives of the MEU were, capacity building of the faculty and student orientation programs for undergraduates and postgraduates. Peer evaluation and student feedback was initiated in order to give an idea of faculty performance in teaching from a peer and student point of view. Integrated teaching was also started from 3rd term onwards. The earlier members were trained in medical education in Belgavi, NTTTC (National Teachers Training Course) at JIPMER Pondicherry and at Maulana Azad Medical College, Delhi. At present, the members are trained at the nodal center, St. John`s Medical College.

# Vision

To be a centre for medical education, service and research of highest standards at National and International levels.

# Mission

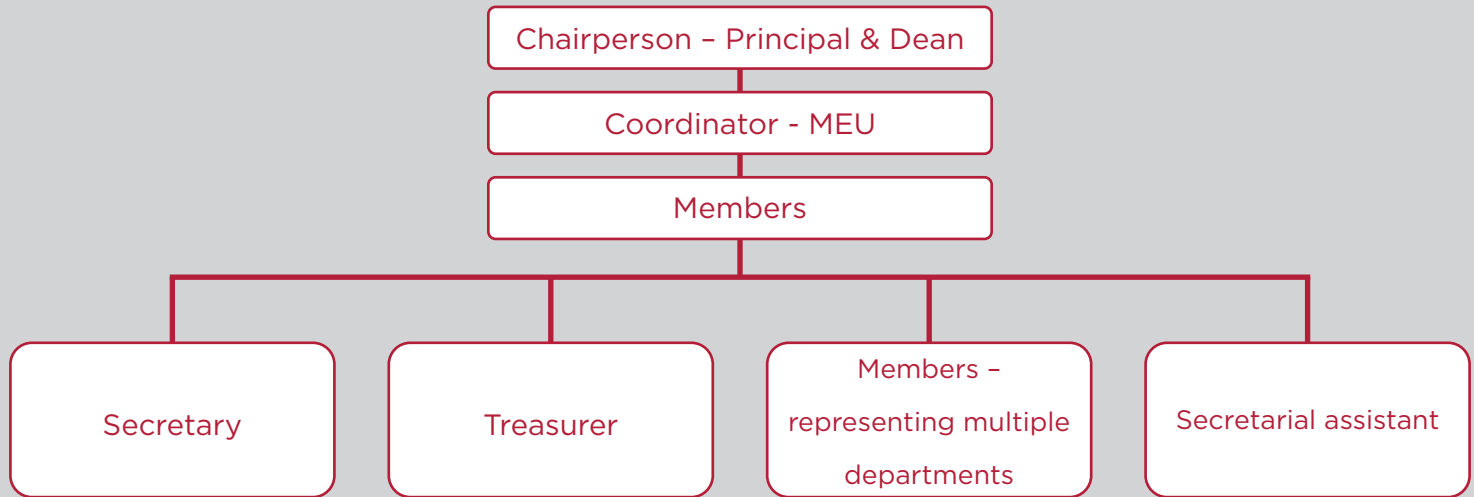
- The Institution shall impart superior quality of medical education in accordance with the regulatory norms, which also caters to the societal requirements and global relevance.
- The Institution shall create a conducive ecosystem to promote educational research activities.
- The Institution shall provide appropriate infrastructure and manpower to deliver quality health care services to ensure patient safety.
- The Institution shall instil in its stakeholders a keenness for lifelong learning, a sense of social responsibility through community services and a holistic approach in health care.

# Quality Policy & Objectives

It is our constant endeavour to ensure that we create a conducive environment to stimulate and impart learning. For this purpose, we are committed to:

- Provide need-based infrastructure and facilities to students and staff.
- Establish a strong family of alumni.
- Encourage both faculty and students towards research.
- Academic excellence in both national and international arenas.

# Organisation Chart



No	Members Name	Resources and infrastructure
01	Dr. Medha Y Rao	Principal & Dean, Prof., of General Medicine
02	Dr. A.G. Prathab	Registrar, Prof., & HOD of Microbiology
03	Dr. Chandrika Rao	Coordinator & Prof., of Paediatrics
04	Mr. Ramesh Debur	Joint Secretary & Assoc. Prof., of Physiotherapy
05	Dr. Anuradha. H.V.	Treasurer & Prof., & HOD of Pharmacology
06	Dr. Vijaya Mysorekar	Member & Prof., of Pathology
07	Dr. M.G. Janaki	Member & Prof., & HOD of Radiotherapy
08	Dr. K. Padma	Member & Prof., of OBG
09	Dr. Gadicherla Suman	Member & Assoc. Prof., of Community Medicine
10	Dr. Narayanaswamy. Y.V	Member & Assoc. Prof., of Surgery
11	Dr. Naik Shalini Ashok	Member & Assoc. Prof., of Microbiology
12	Dr. Ashwini. C.A.	Secretary, Member & Assoc. Prof., of Anatomy
13	Dr. Vijayadas	Member & Assoc. Prof., of Physiology
14	Dr. Vijayashree Thyagaraj	Member & Prof., of General Medicine
15	Dr. Nirmitha Devi M	Member & Asst. Prof., of Biochemistry
16	Dr. Divya D.S	Member & Asst. Prof., of Ophthalmology
17	Dr. Chitra S	Member & Asst. Prof., of Endocrinology
18	Dr. Ashwin Kulkarni	Member & Assoc. Prof., of General Medicine
19	Dr. Shravan Y.C	Member & Asst. Prof., of Orthopaedics
20	Dr. Vanitha Gowda M.N	Member & Prof., & HOD of Biochemistry
21	Dr. Priyadarshini C	Member & Asst. Prof., of Community Medicine

**“Coming together is a beginning, staying together is progress and working together is success”**

-Henry Ford.

# Roles And Responsibilities Of MEU

## 1 Faculty development

**FDP** - As requisitioned by regional nodal center - basic FDP (Faculty Development Programme) and AETCOM (Attitude, Ethics and Communication), CISP (Curriculum Implementation Support Programme) and other FDPs as conducted by the Institution - to train teachers as efficient and effective educators and to ensure faculty development by conducting faculty development programs and workshops through the team of MEU members conducting basic course workshops as per MCI (Medical Council of India) / NMC (National Medical Council).

**2 Curriculum implementation** - MCI guidelines for UG/PG curriculum implementation - to plan, implement and evaluate curricular development and faculty development in the medical college in alignment with the MCI / NMC initiatives.

**3 Peer evaluation** - To plan, execute peer evaluation and submit peer evaluation scores to the management.

**4 Student feedback-** To coordinate feedback of MBBS students, postgraduates, course wise and phase wise and submit it to the Principal and Dean.

**5 Mentoring-** To implement the mentoring program and draw attention of the administration to the students requiring intervention.

**6** Initiate and **develop innovative teaching methods** in departments.

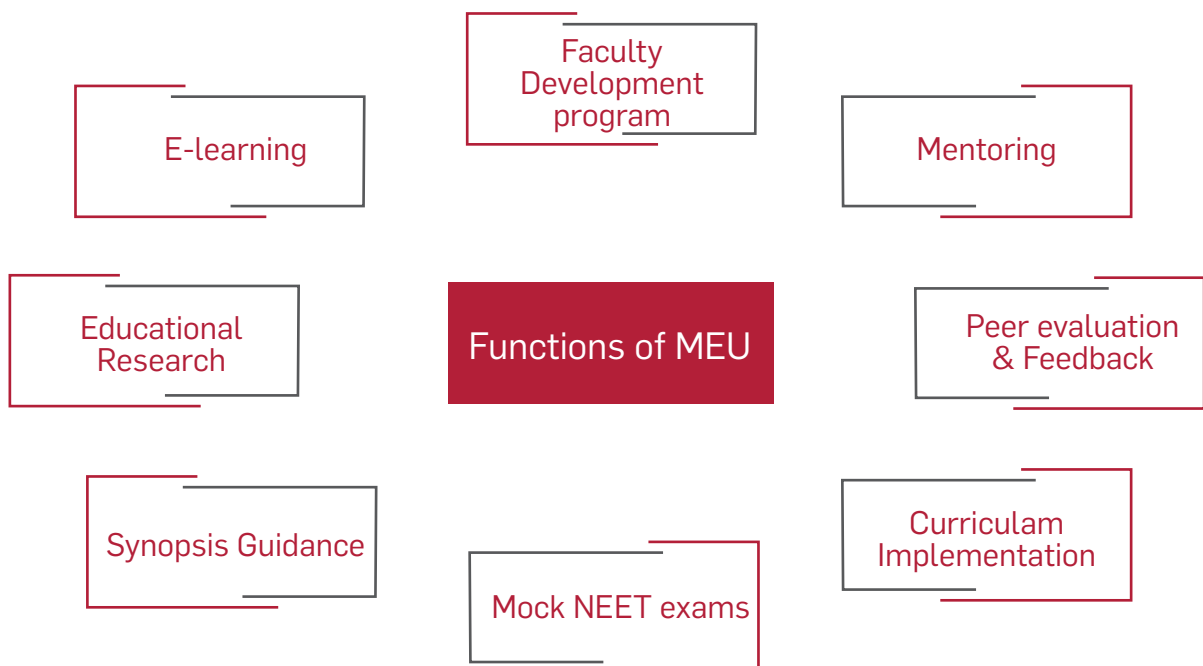
**7** Maintain **scholarship of MEU** faculty by continuously updating themselves and participating in CMEs and other advanced medical education related courses. Faculty are encouraged to undergo advanced training in medical education at the nodal center to which the Institute is affiliated.

- 8 To conduct **training programmes** for MBBS students, interns, students entering clinical phase, postgraduates of basic disciplines and super specialty courses for learning through various orientation and induction programs annually. A member of MEU is in charge of each of these programmes.
- 9 Conducting the **NEET (National Eligibility cum Entrance Test) mock exam** for interns.
- 10 **Synopsis guidance and review-** conducted for post graduates before submission to the university every year. Synopsis of PG students are internally reviewed by the MEU members before ethical clearance and submission to the university hence assuring quality.
- 11 To promote and facilitate **academic research.**
- 12 Encourage **personal and professional development of students.** A subgroup of the team work on how to improve communication skills, professionalism and ethics in students using existing settings.
- 13 **E-learning:** The MEU facilitates capacity building of faculty to initiate e-learning for the students and development of in-house e-learning modules for under graduates in all departments.
- 14 Coordination of clinical elective placements in phase III.
- 15 Software based training for faculty and evaluation of students in multiple choice, problem/scenario/case based learning questions.
- 16 Teaching-learning (T-L) skill training for post graduates: all final year post graduates trained for T-L skill during pedagogy/andragogy training sessions.



International faculty, Dr. Raymond Curry, Senior Associate Dean for Educational Affairs, University of Illinois, Chicago (UIC) with MEU members

International faculty, Dr. Ara Tekian, Ph.D MHPE, Professor of Medical Education, Associate Dean - Office of International Education College of Medicine, University of Illinois, Chicago (UIC) with MEU members in workshop





# ACTIVITIES

## CONDUCTED ANNUALLY

### Faculty oriented activities:

- Basic & revised MET workshop
- Curriculum Implementation Support Program (CISP) for competency based curriculum implementation
- Clinical bedside teaching
- Problem based learning
- Question paper setting
- E-learning refresher course
- Simulation based education training

### Faculty oriented activities:

- UG orientation
- PG orientation
- Interns orientation
- DM/M.Ch orientation
- Problem based learning



Revised basic MET workshop and AETCOM



Problem based learning facilitator workshop



Curriculum Implementation Support Program (CISP)

# MEU

## ACTIVITIES

### Faculty oriented activities

- Basic & revised MET workshop ●—● 120 faculty trained in last 5 years
- Curriculum Implementation Support ●—● 116 faculty trained in last 2 years
- Clinical Bedside teaching ●—● 77 faculty trained in 2019
- Problem Based learning ●—● 73 faculty trained in 2018
- Question Paper setting
- E-learning Refresher course

### Student oriented activities

- UG Training Program ●—● 500 students trained in last 5 years
- PG Training Program ●—● 500 students trained in last 5 years
- Interns Intensive Training Program ●—● 650 students trained in last 5 years
- DM/MCh Training Program ●—● 80 students trained in last 4 years
- Problem Based Learning ●—● 80 students trained in 2019

# FUTURE ROLES

- 1 Consultancies to departments to conduct innovative teaching-learning program.
- 2 Facilitate departments in curriculum development, planning and administration - for example, assistance in defining objectives and curriculum organization; assessment and evaluation, skill labs.
- 3 Developing and maintaining examination databanks, faculty development in blue printing of question papers.
- 4 Educational support services - for example- standardized patient programme administration, clinical skills, laboratory training.

Consultancies to department to conduct teaching - learning activities

Facilitating departments in curriculum development.

Developing examination data on campus, blueprinting question papers.

## Road map of medical education

Medical Education in India is influenced by the existing vision of the medical college, existing infrastructure, National Education Policy (NEP) document and the competency based curriculum for undergraduates and postgraduates.

The following areas need focus -

1. Academics - Content, student`s excellence in tests, exams
2. Research - To facilitate student projects
3. Innovations and medical devices
4. Excellence in extracurricular activities

## Immediate Goals

- Skill training to students and faculty - enhance resources and to implement this mandatorily.
- Implement competency based curriculum (CBME) and integrated teaching as criteria of excellence
- Structural shifts towards specialized, protocol-based and integrated care are needed -moving towards protocol-based care will improve the quality of care and care integration will help overall outcomes.
- Faculty- To motivate teaching faculty to obtain scholarly criteria, enhanced teaching performance.

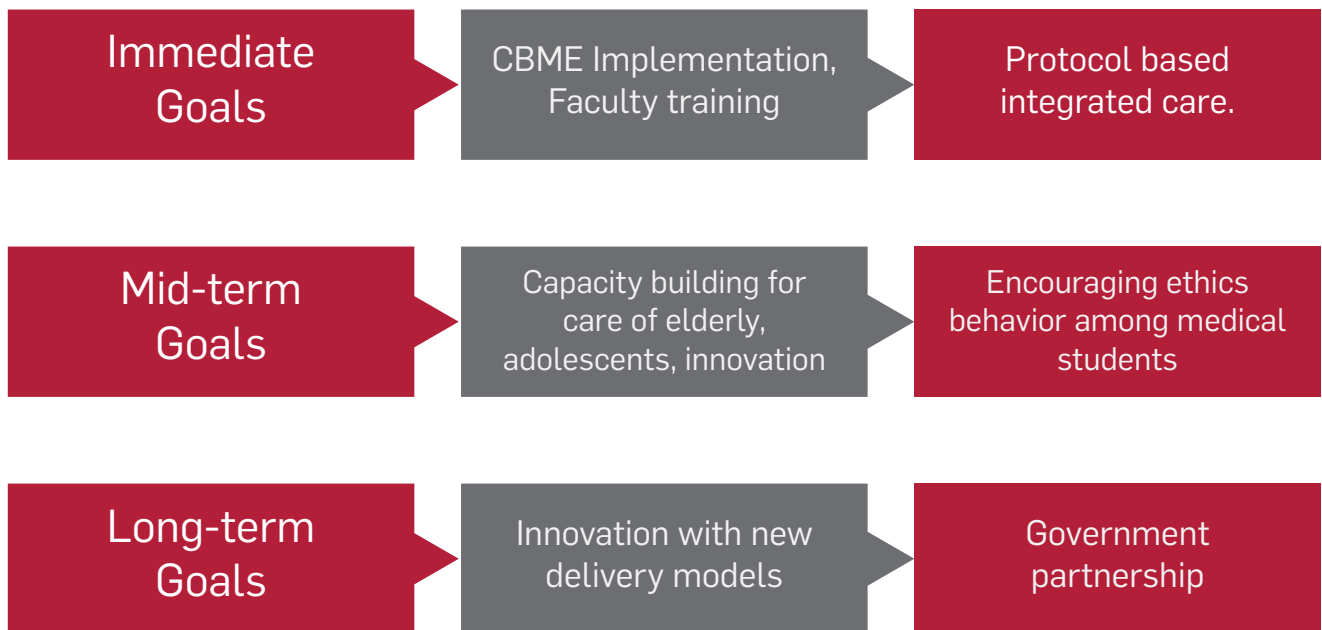
## Medium-term Goals

- Build capacity in the medical college, hospitals and the community to provide long-term care, especially for the elderly, adolescents and mental healthcare and ensure student participation.
- Encourage innovation - Add concepts, hands on involvement and population health models.
- Encourage greater self-regulation and ethical behavior among medical professionals.

## Long-term Goals

- Continue innovation with new delivery models, including in government partnerships, to improve quality of care and include community leaders.
- Invest in innovation in device manufacturing to transform the campus into a hub for high-value products.
- Harness technology to expand the reach of existing services such as telemedicine.

# Chart of goals of MEU



*“Greatness is not where we stand  
but in what direction we are  
moving”*

- Oliver Wendell Holmes

# KEY ENABLERS REQUIRED FOR EFFECTIVE DELIVERY OF GOALS

Teaching	Talent
<p>Minimum quality standards to promote progressive improvement in quality.</p> <p>Intercollegiate platforms for students and faculty to collaborate</p>	<p>Diverse representation of students and faculty</p> <p>Know one and all: Non-academic platforms to facilitate talent and communication</p>
Technology	Resources and infrastructure
<p>E-learning modules</p> <p>Enhance publications</p> <p>Ease of digital learning in campus</p>	<p>Enhanced for innovations and medical devices.</p>

The future student will be –

- a) **Aware and informed** – various modules and e-learning
- b) **Engaged and participative** - medical fairs, UG debates, UG elocutions, research, extracurricular activities
- c) **Discerning and value conscious** - student should be exposed to medical ethics, elements of cost, hospital finance, health insurance, payment models and medical law.
- d) **Skilled and competent**- to emphasize skill training and improve resources in Advanced Learning Center (ALC).
- e) **Communicate** - OSCE (Objective structured clinical examination) evaluation of all interns and final year in communication skills
- f) **Trained by competent faculty** - faculty training, faculty participation in debates, extracurricular activities, faculty fairs.

# Road Map – Medical Education Unit, Ramaiah Medical College and Hospitals

Academics	Content, student's excellence in tests, exams
Research	To facilitate student projects
Excellence in extracurricular activities	Content, student's excellence in extra curricular activities

Immediate	Medium-term	Long term
<p>Skill training</p> <p>CBME curriculum implementation</p> <p>Structural shifts towards specialized, protocol-based and integrated care</p> <p>To motivate teaching faculty to obtain scholarly criteria.</p>	<p>Build capacity in the medical college, hospitals and the community to provide long-term care, for the elderly, adolescents and mental healthcare and ensure student participation</p> <p>Encourage innovation-concepts, hands on involvement and population health models.</p> <p>Encourage greater self-regulation and ethical behaviour among medical professionals.</p>	<p>Innovation with new delivery models, including in government partnerships. Include community leaders.</p> <p>Innovation in device manufacturing to transform the campus into a hub for high-value products.</p> <p>Harness technology to expand the reach of existing services such as telemedicine.</p>

# ACHIEVEMENTS

## MEU member's publication list

Sl. No	Title	Name
01	Ashwin Kulkarni, Vanitha Gowda, Chandrika Rao, Medha Y Rao. Multiple Case Scenarios Based Integrated Teaching among First Year Medical Students - A Cross-sectional Study. Journal of Clinical and Diagnostic Research. 2021; Vol 15 (5): JC01-JC05.	Dr. Ashwin Kulkarni Dr. Vanitha Gowda M N Dr. Chandrika Rao Dr. Medha Y Rao
02	A.G. Prathab, C. Lalitha, Shyam Prasad. A systematic approach to the evaluation of post graduate practical examinations in medical microbiology - An overview. Journal of Evolution of Medical and Dental Sciences. 2012; Vol 1 (4): 438-443.	Dr. AG Prathab Dr. C Lalitha Dr. AL Shyam Prasad
03	Anil Kumar T, Vijayashree Thyagaraj, Ashwin Kulkarni, Mohammed Suhail K. The Role of clinical examination in the management of patients with respiratory disease in the background of evidence based medicine and health care – Review article. Journal of evidence based Medicine and Health care. 2017; Vol 4 (5): 262-268.	Dr. Anil Kumar T Dr. Vijayashree Thyagaraj Dr. Ashwin Kulkarni Dr. Mohammed Suhail K
04	Chowdapurkar Sheshgiri, Nanjundaiah Komala, Chamanahalli Appaji Ashwini. Early Clinical Exposure In Anatomy. Natl J Integr Res Med. 2017; Vol 8 (5): 53-56.	Dr Sheshgiri C Dr Komala N Dr Ashwini C Appaji
05	Ashwini C Appaji, Roopa Kulkarni, Anupama Poojar, Kalaivani Vinayagam. Teaching anatomy with digital self-learning modules. Medical education. 2010; Vol 44. 525-526.	Dr Ashwini C Appaji Dr Roopa Kulkarni Dr Anupama Pujar Dr Kalaivani
06	Roopa Kulkarni, Ashwini C A, Bharath Reddy. Student Perception on Lectures in Medical Education. Anatomica Karnataka. 2011; Vol-5 (2): 01-12.	Dr Roopa Kulkarni Dr Ashwini C Appaji
07	Komala N, Seema.S.R, Veena Vidya Shankar, Sheshgiri C. Are peer assisted study sessions during the practical classes beneficial to the undergraduates? Anatomica Karnataka. 2012; Vol- 6 (1): 40-43.	Dr. Komala N, Dr. Seema. S.R, Dr. Veena Vidya Shankar, Dr. Sheshgiri. C
08	Shyam Prasad AL, Praveen Kumar S. Assessment of cognitive skills in dermatology during internship. Int J Res Dermatol. 2017 Mar; Vol 3 (1): 10-12.	Dr. AL Shyam Prasad, Dr. Praveen Kumar S
09	Vijayadas, Venkatesh D, Arun Kumar M. Impact of E-learning as a supplementary teaching learning tool in physiology. Medpulse International Journal of Physiology. 2018; Vol 5 (2): 08-12.	Dr. Vijayadas Dr. Venkatsh D, Dr. Arun Kumar M.
10	Komala Nanjundaiah, Sheshgiri Chowdapurkar. Body-painting: A tool which can be used to teach surface anatomy. J Clin Diagn Res. 2012 Oct; Vol 6 (8): 1405-1408.	Dr Komala N Dr C Sheshgiri
11	Kalpana Kumari M K, Vijaya V Mysorekar, Seema Raja. Student's Perception About Integrated Teaching In An Undergraduate Medical Curriculum. Journal of Clinical and Diagnostic Research. 2011 November; Vol 5 (6): 1256-1259.	Dr Kalpana K Dr Vijaya Mysorekar Dr Seema Raja
12	Chandrika Rao, Somashekar AR. Integrating Ethics into Pediatric Curriculum. Journal of Research in Medical Education & Ethics. 2013; Vol 3 (3): 247-251.	Dr. Chandrika Rao Dr. Somashekar, AR.



# ACHIEVEMENTS

## MEU member's publication list (continue)

Sl. No	Title	Name
13	Vasudha Kulkarni, Ashwini C Appaji, Poonam D N, Ramesh B R. Introduction of Modified Team Based learning as an innovative Teaching-Learning method. Anatomica Karnataka. 2015; Vol 9 (2): 06-12.	Dr. Vasudha Kulkarni Dr. Ashwini C Appaji Dr. Poonam Dr. Ramesh B R
14	Ashwini C Appaji, Sundaresh D C, Shakuntala G, Ajoy S M. Utility of cadavers for health professional's skill training - A 2 year experience. International Journal of Current Research. 2014; Vol 6 (11): 9803-9807.	Dr. Ashwini C Appaji Dr. Sundaresh DC Dr. Shakuntala Dr. Ajoy SM
15	Abraham RR, Vyas R, Sood R, Banu S, Dongre AR, Ashwini CA, Animesh Jain, Thomas V Chacko. Adult Learning Principles in an Online Learning Faculty Development Program. Thrita Journal of Medical Sciences. 2012; Vol 1 (3): 77 - 81.	Dr. Thomas V. Chacko Dr. Reem Rachel Abraham Dr. Rashmi Vyas, Dr. Rita Sood, Dr. Ashwini C Appaji
16	Ashwini CA, Roopa Kulkarni. A Survey on the Role and the Status of Cadavers in Medical Education: An Indian Scenario. Journal of Clinical and Diagnostic Research. 2012 September; Vol 6 (7): 1132-1136.	Dr. Ashwini C Appaji, Dr. Roopa Kulkarni
17	Ashok NS, Prathab AG, Indumathi VA. Objective Structured Practical Examination as a tool for evaluating competency in Gram staining. Journal of Educational Research & Medical Teacher. 2013; Vol 1(1): 48-50.	Dr. Naik Shalini Ashok Dr. Prathab AG Dr. Indumathi VA
18	Selvan C, Lathia T, Chawak S, Katdare P, Nayak R, Chittem M. The Weight of Words: Indian Physicians' Perspectives on Patient Communication to Promote Diabetes Adherence. Indian Journal of Endocrinology and Metabolism: Sep-Oct 2021; Vol 25 (5): 395-401.	Dr. Chitra S, Dr. Tejal Lathia, Dr. Shweta Chawak Dr. Praneeta Katdare Dr. Reshma Nayak Dr. Mahati Chittem
19	Veena Vidya Shankar, Komala N, Shailaja Shetty. Students' Perception Regarding the Conventional First MBBS Practical Examination. International Journal of Current Research and Review. 2021; Vol 13(8): 67-70.	Dr. Veena Vidya Shankar Dr. N Komala Dr. Shailaja Shetty
20	Vijaya V Mysorekar. Need for mentorship to improve learning in low-performers. Natl Med J India. 2012 Sep-Oct; Vol 25 (5): 291-293.	Dr. Vijaya Mysorekar
21	Shivaswamy KN, Shyamprasad AL, Sumathy TK, Ranganathan C, Kumar SP. Knowledge of Acne among Medical Students: Pretest and Posttest Assessment. ISRN Dermatol. 2014 Jan 28; Vol 2014: 3 pages.	Dr. Shivaswamy KN, Dr. Shyamprasad AL, Dr. Sumathy TK, Dr. Ranganathan C, Dr. Kumar SP
22	Vasudha Kulkarni, Ashwini CA, Poonam DN, Ramesh BR. Student Perceptions of Team Based Learning in Head and Neck Anatomy. International Journal of Anatomy, Radiology and Surgery. 2014; Vol 3(3): 01-05.	Dr. Vasudha Kulkarni Dr. Ashwini C Appaji Dr. Poonam Dr. Ramesh B R
23	Soumya Ramani, Thanuja GP, Divya D Sundaresh. Effect of wet-laboratory training on resident performed manual small-incision cataract surgery. Indian J Ophthalmol. 2018 Jun; Vol 66 (6): 793-797.	Dr. Soumya Ramani, Dr. Thanuja GP, Dr. Divya D Sundaresh

# TRAINING OF MEU MEMBERS

## FAIMER Fellows

(Foundation for Advancement of International Medical Education and Research at St. John's Medical College)

Sl. No	Members Name	Designation & Department
01	Dr. Chandrika Rao	Coordinator & Prof., of Paediatrics
02	Dr. Venkatesh D	Professor of Physiology
03	Dr. Vijaya Mysorekar	Prof.,of Pathology
04	Dr. Ashwini. C.A.	Assoc. Prof., of Anatomy
05	Dr. Komala N	Assoc. Prof., of Anatomy
06	Dr. Padma K	Professor of OBG
07	Dr. Ashwin Kulkarni	Assoc. Prof., of Medicine

## FIME Fellows - Fellowship in Medical Education at St. John's Medical College

Sl. No	Members Name	Designation & Department	Year
01	Dr. Venkatesh D	Professor of Physiology	2014-15
02	Dr. Shyam Prasad AL	Professor of Dermatology	2014-15
03	Dr. Chandrika Rao	Coordinator & Prof., of Paediatrics	2015-16
04	Dr. Vijayadas	Assoc. Prof., of Physiology	2015-16

## Fellowship in Medical Education -FIME in progress at St. John's Medical College

Sl. No	Members Name	Designation & Department	Year
01	Dr. Komala N	Assoc. Prof., of Anatomy	2019
02	Dr. Suman G	Assoc. Prof. of Community Medicine	2020
03	Dr. Prathab A.G	Registrar Academics, Prof. & HOD of Microbiology	2021
04	Dr. Ashwini C A	Assoc. Prof., of Anatomy	2021
05	Dr. Anuradha H V	Professor of Pharmacology	2022

## NTTC-JIPMER

National Teachers Training Centre

Sl. No	Members Name	Designation & Department
01	Dr. Medha Y Rao	Principal & Dean, Prof. of Medicine
02	Dr. Chandrika Rao	Coordinator & Prof., of Paediatrics

## Revised basic MET workshop and AETCOM at St. John's Medical College

Sl. No	Members Name	Designation & Department	Year
01	Dr. Venkatesh D	Professor of Physiology	2015
02	Dr. M.G. Janaki	Prof., & HOD of Radiotherapy	2015
03	Dr. Naik Shalini Ashok	Assoc. Prof., of Microbiology	2016
04	Dr. Vijayashree Thyagaraj	Prof., of G. Medicine	2016
05	Dr. Anuradha. H.V.	Treasurer & Prof. & HOD of Pharmacology	2016
06	Dr. A.G. Prathab	Registrar, Prof.& HOD of Microbiology	2016
07	Dr. Gadicherla Suman	Assoc. Prof., of Community Medicine	2016
08	Dr. Ashwini C.A	Assoc. Prof., of Anatomy	2017
09	Dr. Chandrika Rao	Coordinator, MEU & Professor of Paediatrics	2018
10	Dr. Padma K	Professor of OBG	2019

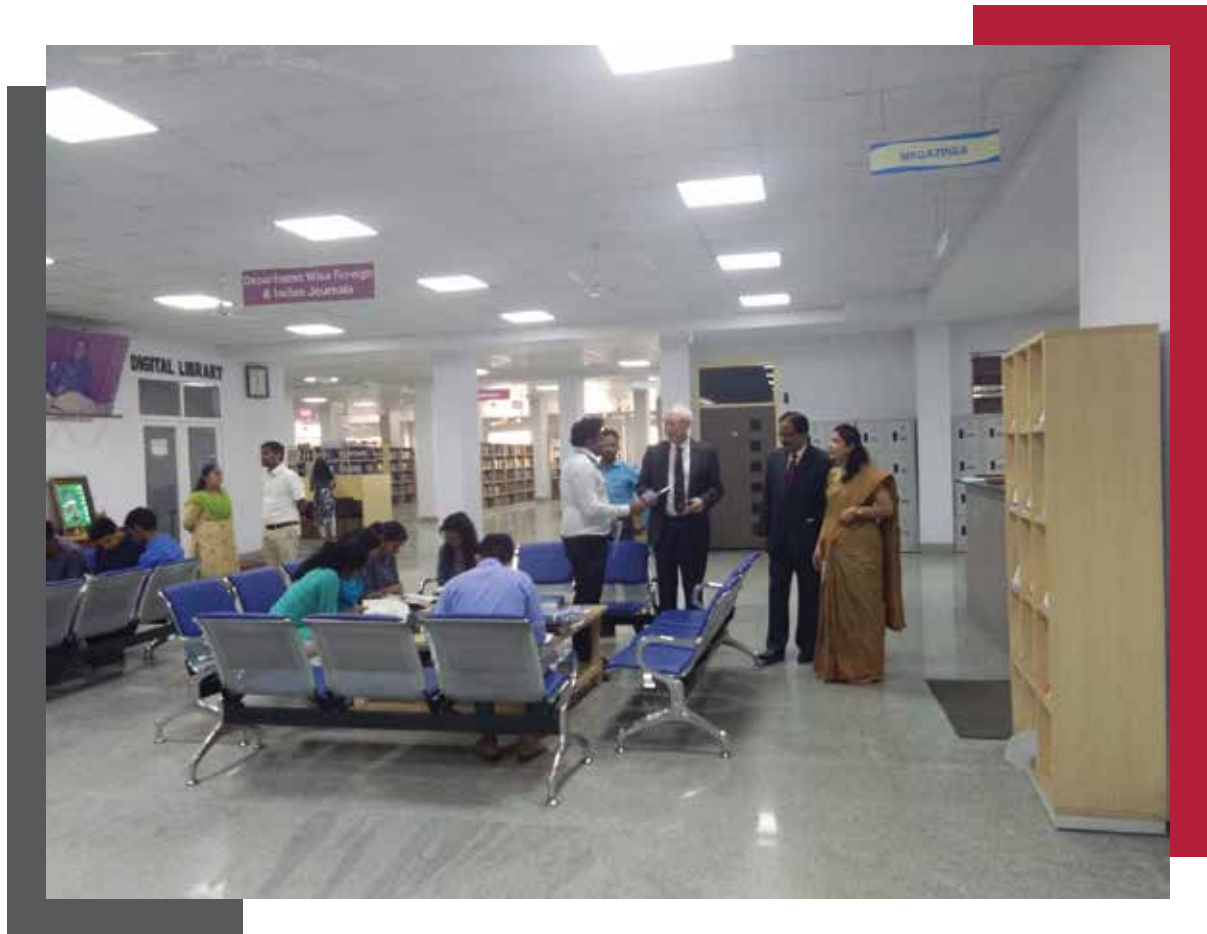
### Revised basic MET workshop



## Problem based learning facilitator workshop at St. John's Medical College

Sl. No	Members Name	Designation & Department	Year
01	Dr. Suman G	Assoc. Prof., of Community Medicine	2018
02	Dr. Ashwin Kulkarni	Assoc. Prof., of General Medicine	2018
03	Dr. Ashwini C.A	Assoc. Prof., of Anatomy	2019
04	Dr. Anuradha. H.V.	Treasurer & Prof. & HOD of Pharmacology	2019
05	Dr. Priyadarshini	Asst. Prof. of Community Medicine	2019

## Problem based learning



## Curriculum Implementation Support Program (CISP) at St. John's Medical College

Sl. No	Members Name	Designation & Department	Year
01	Dr. Chandrika Rao	Coordinator, MEU & Professor of Paediatrics	2019
02	Dr. A.G. Prathab	Registrar, Prof.& HOD of Microbiology	2019
03	Dr. Vijayashree Thyagaraj	Prof., of G. Medicine	2019
04	Dr. Komala N	Assoc. Prof., of Anatomy	2019
05	Dr. Padma K	Professor of OBG	2019
06	Dr. Gadicherla Suman	Assoc. Prof., of Community Medicine	2019
07	Dr. Anuradha. H.V.	Treasurer & Prof. & HOD of Pharmacology	2019
08	Dr. Naik Shalini Ashok	Assoc. Prof., of Microbiology	2019

## Curriculum Implementation Support Program (CISP)



Simulation workshop at St. John's Medical College

Sl. No	Members Name	Designation & Department	Year
01	Dr. Padma K	Professor of OBG	2019
02	Dr. Ashwin Kulkarni	Assoc. Prof., of General Medicine	2022

FDP on "online teaching, learning and evaluation with moodle and mock platform"

Sl. No	Members Name	Designation & Department	Year
01	Dr. Ashwini C.A	Assoc. Prof., of Anatomy	2020
02	Dr. Divya D.S	Asst. Prof. of Ophthalmology	2020
03	Dr. Shravan Y.C	Asst. Prof. of Orhtopedics	2020
04	Dr. Arun Kumar M	Asst. Prof. of Physiology	2020

Application of technology for the implementation of competency based medical education at Puducherry

Sl. No	Members Name	Designation & Department	Year
01	Dr. Ashwin Kulkarni	Assoc. Prof. of Medicine	2020

# CONFERENCES AND WORKSHOPS:

Dr. Medha A. Joshi was awarded International fellowship in medical education (IFME) by ECFMG, USA in 2001 for a period of 6 months, which she completed at department of medical education, UIC College of Medicine at Chicago, USA. She subsequently self-sponsored to complete her Masters in Health Professions Education (MHPE) in 2004-2005 at the same Institution.

- Other workshops conducted for medical teachers from all over south India, on
  - a) Evidence-based medicine
  - b) Clinical decision making
  - c) Matching learning styles to teaching methods. (conducted by International faculty from DME, UIC College of Medicine March in 2004)
- Organized consultatory workshop on "Need for faculty development in Indian Medical Colleges" on 26th January 2007, in collaboration with the Ministry of Health and Family Welfare at M.S. Ramaiah Medical College, Bangalore
- Conducted 1st International conference on medical education (RIME) on 27-28 February 2007 at M.S. Ramaiah Medical College, with approx. 250 participants from all over the country and from, USA, Malaysia, Japan and Saudi Arabia.
- Conducted a workshop on "Test Development" at M.S. Ramaiah Medical College, from 13th to 15th June, 2007 for medical teachers from medical colleges in Bangalore.
- Workshop on "Innovation in teaching learning in Pathology" at M.S. Ramaiah Medical College, 1st July to 3rd July, 2007, conducted by Dr. B.S. Bhushnurmath, University of West Indies
- International medical education conference.
- National workshop on assessment
- Qualitative research
- National symposia on medical ethics
- Workshop on problem based learning
- E-learning workshop
- Workshop on simulation and standardized patient.

“

Medical education is not just a program for building knowledge and skills in its recipients... it is also an experience which creates attitudes and expectations.

”

- Abraham Flexner



**RAMAIAH**  
Medical College