

Proposed Program: Basic Course in Medical Education (BCME)

Day 1

Day Time	Session	Objectives	Duration	Suggested methods	Faculty
9:00	Introductory session and Group Dynamics	<ul style="list-style-type: none"> ● Pre-test ● Intro of participants and faculty ● Understand and apply concepts of group dynamics ● Apply these concepts in working of groups/teams in teaching and learning 	75 minutes	Team building exercises, Examples of small group/team working in the institute	Dr. Nitin Kulkarni Dr. Pranjali Shinde Dr. Aarti Karnik
10:15	Learning process, Learning domains & Principles of learning	<ul style="list-style-type: none"> ● Demonstrate basic understanding of hierarchy of learning ● Define learning domains ● Use principles of learning in the teaching learning process 	60 minutes	Interactive Building from participants' knowledge	Dr. K.R. Gindodia Dr. Shahin Kazi
11:15	Tea break				
11:30	Goals, roles and Competencies, Learning objectives (LO) in CBME	<ul style="list-style-type: none"> ● Define goals, roles, competencies, LOs and explain relationship between each other ● Elaborate the principles of competency based learning ● To highlight concept of IMG ● Design LOs for a competency 	60 minutes	Use CBME UG/PG modules	Dr. Ananta Borde Dr. A.W. Patil
12:30	Teaching learning methods (TLM): including Interactive Large Group, Small Group methods	<ul style="list-style-type: none"> ● Enumerate various Teaching learning methods (TLM) ● Use the principles of interactive learning in a large group ● Understand the various methods in small group teaching ● Understand changing role of teacher from information provider to facilitator 	105 minutes	Use CBME module methods, introduce new methods e.g. like DOAI. Demonstrate few methods, highlight role of facilitator	Dr. Shahin Kazi Dr. P.S. Shinde
13:30	Lunch				
14:15	Teaching learning methods (TLM):	Contd..			
15:00	Tea Break				
15:15	Introduction to assessment	<ul style="list-style-type: none"> ● Elaborate the principles and types and attributes of assessment ● Explain the utility of assessment 	45 minutes	Basic principles based on the prior knowledge of the participants	Dr. Pranjali Shinde Dr. Nitin Kulkarni
16:00	Internal assessment (IA) and Formative assessment	<ul style="list-style-type: none"> ● Understand steps in designing IA module ● Provide effective feedback to students ● Develop a plan for internal assessment and formative assessment 	60 minutes	Demonstrate how IA can be calculated in all phases. Share examples of IA module	Dr. Nitin Kulkarni Dr. Pranjali Shinde

Day2

9:00	AETCOM: Concept and conduct	<ul style="list-style-type: none"> ● Understands how to implement AETCOM in institute using various teams ● Apply innovative methods in teaching & assessment of AETCOM competencies 	60 minutes	Use example of multi subject team working to implement, AETCOM in all phases Demonstrate/discuss methods	Dr. Pranjali Shinde Dr. Abhinay Darwade
10:00	SDL: Concept and conduct	<ul style="list-style-type: none"> ● Understands the concept and conduct of SDL ● Promotes self-directed learning (SDL) in students 	45 minutes	Demonstrate SDL conduct, preferably involve students also	Dr. Karuna Ahire
10:45	Tea Break				
11:00	Effective clinical and practical skill teaching	<ul style="list-style-type: none"> ● Teach skill effectively ● Teaching skills at the workplace ● Use a skill lab effectively ● Understand student doctor learning concept 	120 minutes	Use skill modules examples, Use skill lab, Demonstrate methods like OMP, SNAPPS, Mini-CEX etc.	Dr. K.R. Gindodia
13:00	Lunch		45min		
13:45	Aligning TLMs for objectives and competencies	<ul style="list-style-type: none"> ● Understands aligning TLM with competencies, select the appropriate teaching method for various competencies 	60 minutes	Use examples of competencies from 4 phases, 15 min group work for selecting methods for provided competencies, 8 min per group for sharing	Dr. Pranjali Shinde Dr. Amol Koranne
14:45	Assessment planning, Writing the correct essay question and MCQs	<ul style="list-style-type: none"> ● Understands concept of blueprinting ● Design theory & practical/clinical exam. ● Write an appropriate essay question including short answer & reasoning questions. ● Write an appropriate scenario based MCQ. 	120 minutes	Use examples from assessment module, Use your university examples of blueprint	Dr. Aarti Karnik Dr. Karuna Ahire
15:00	Tea				
15:15- 17:00	Assessment planning, Writing the correct essay question and MCQs	Contd..			Dr. Aarti Karnik Dr. Karuna Ahire

Day3

9:00	Writing a lesson plan	<ul style="list-style-type: none"> Develop a lesson plan appropriate to the objectives and teaching learning method 	60 minutes	Use examples from UG/PG courses	Dr. Amol Koranne
10:00	Tea Break		15 minutes		
10:15	Assessment of clinical and practical skills	<ul style="list-style-type: none"> Assess skill effectively Assess skills at the workplace Use skill lab to assess competency in skills Design skill assessment station 	120 minutes	Discuss methods, demonstrate few like OSCE/OSPE, DOPS other WPBA	Dr. Kailash Gindodia Dr. Abhinay Darwade
12:15	Academic growth & networking	<ul style="list-style-type: none"> Understand avenues for growth in education Role of MEU and role of faculty in MEU Opportunities for further courses Networking in education 	45 minutes		Dr. Kailash Gindodia Dr. Abhinay Darwade
13:00	Lunch		45 min		
13:45	Aligning assessment to competency and TLMs	<ul style="list-style-type: none"> Choose the right assessment method for a given objective/ competency and TLM 	60 minutes	Use examples of competencies from 4 phases, 15 min group work for selecting methods for provided competencies, 8 min per group for sharing	Dr. Shahin Kazi Dr. Amol Koranne
14:45	Tea Break				
15:00	Mentoring	<ul style="list-style-type: none"> Understand principles of mentoring Apply these principles in UG/PG curricula 	60 minutes		Dr. Pranjali Shinde Dr. Ananta Borde
16:00-16:45	Drafting schedule for a phase based on competencies	Understand steps in drafting time table for an academic year	45 minutes	Use examples, how to add AETCOM, AIT, Pandemic etc. Use UG/PG curriculum examples as needed	Dr. Kailash Gindodia
16:45	Post-test Re-trope feedback			Pre, post-test to be developed by institute conducting BCME, Re-trope as per provided doc	Dr. Nitin Kulkarni
17:00	Closing				

Use examples from the UG/PG curriculum as needed and use examples from the PG curriculum for standalone PG institutes.