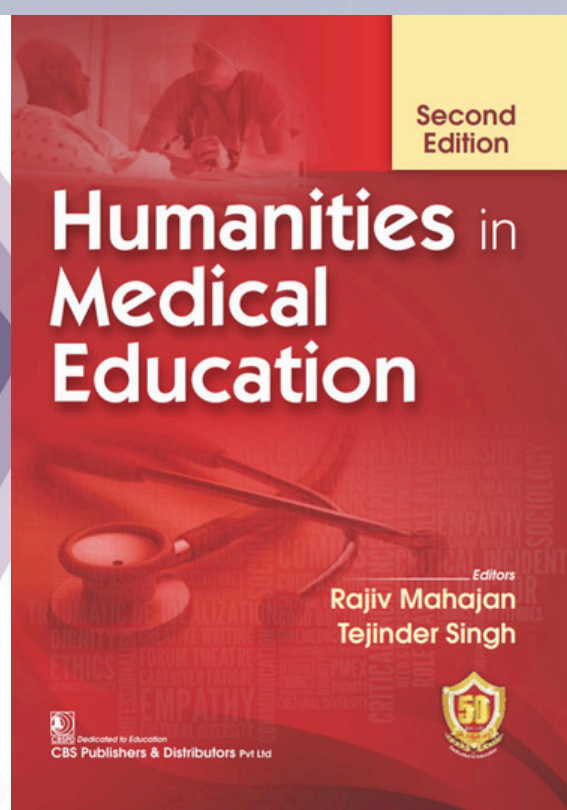
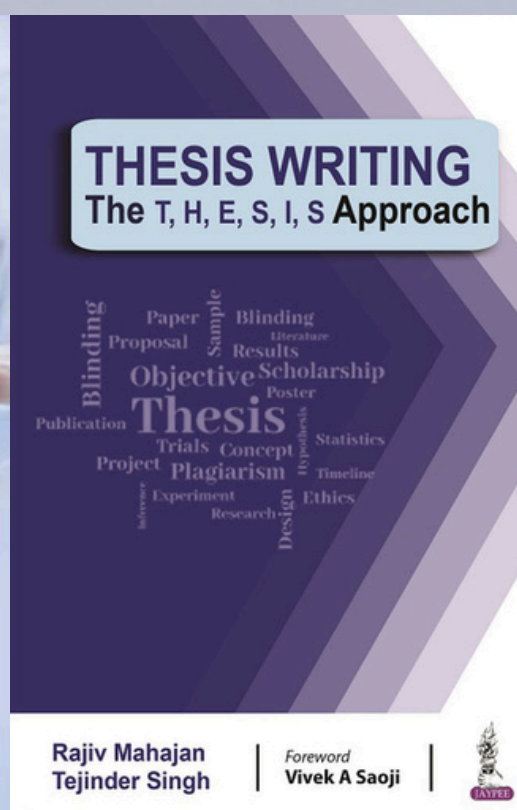
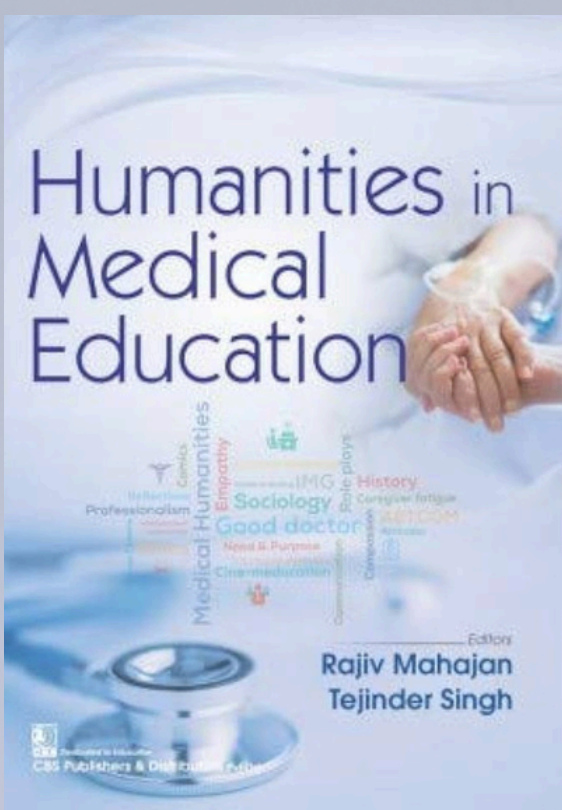




Publications of Faculty of Department of Medical Education



Chapter 1 & 11 by Dr. Juhi Kalra Chapter 10 by Dr. Juhi Kalra Chapter 1, 11 & 20 by Dr. Juhi Kalra

Contributory Author Dr. Juhi Kalra

Commentary

Do We Need to Align NEET with Desired Outcomes?

A lot of discussions have hovered around NEET, the all India PG entrance examination regarding its relevance, credentials, method of conduct of examination, replacement with the National Licentiate Examination, loss of social mission along the way, and so forth. More opinions have come from educationists and policymakers, rather than from students who are one of the most important stakeholders in the examination. It is as if they are in a control room that has lost all wires of connectivity, where

our shield, are we still happily reticent with our colonial hangover?
The simple solution to it is to restructure the curriculum. A hybrid curriculum that maintains the strong theoretical

Juhi Kalra

Department of Pharmacology, Himalayan Institute of Medical Sciences, SRHU, Dehradun, Uttarakhand, India
E-mail: drjuhi9@gmail.com

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ORIGINAL RESEARCH

Effectiveness of an Integrated Teaching Module in the Undergraduate Medical Curriculum

Garima Mittal^{1*}, Gita Negi², Juhi Kalra³, Sanjoy Das⁴, Nitika Agarwal⁵, Deepshikha⁶ and Rattan Singh⁷

*Corresponding author email id: garimamittal80@gmail.com

ABSTRACT

Background: Integrated curriculum refers to fusion of knowledge from different disciplines and teaching a topic in its entirety to the students. **Aims and Objectives:** This study was designed to observe the perception of undergraduate medical students and faculty towards integrated teaching and to find out the preferred teaching-learning and assessment method by students.

Country Paper

Preparing for feedback in context of competency based medical education undergraduate training in India

Kalra, J.¹, Mahajan, R.², Singh, T.³

Abstract

Feedback is the essence of competency-based medical education (CBME), and an integral part of any assessment program. Though the competency framework provides multiple opportunities for feedback, it will have to be closely interwoven with every spoke of the wheel of the curriculum, as the curriculum rolls-over on the practical ground. The need to provide good feedback has been the major driver for advent of workplace-based assessment (WPBA) and other tools to assist criterion based and objective



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Research Article

Open Access

Effect of Late Night Studying and Excessive Use of Video Display Terminals on the Ocular Health of Medical Undergraduate Students in A Tertiary Care Hospital

Nishtha Malik, Anuradha Raj¹, Renu Dhasmana, and Harsh Bahadur

Department of Ophthalmology, Himalayan Institute of Medical Sciences, Swami Rama Himalayan University, Jolly Grant, Dehradun, India

*Corresponding author: Anuradha Raj, Associate Professor, Department of Ophthalmology, Himalayan Institute of Medical Sciences, Swami Rama Himalayan University, Jolly Grant, Dehradun, India, E-mail: dranuradha_sagar@yahoo.com

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Editorial

Ethics, Spirituality, and the Surgeon/Physician

The medical profession is as old as human civilization. It is said that the day "Adam and Eve" ate the forbidden apple they were surrounded by miseries and illnesses. In the process of human civilization, somebody must have treated the sick patients with whatever treatment tools they had at that time. The treating physician may have been called by different names but the purpose of each was "Healing & Caring" for the sick.

The modern medical education curriculum worldwide is based on three basic pillars:

1. Knowledge (cognitive domain)
2. Skills (psychomotor domain)
3. Ethics (affective domain)

A very important component "Spirituality" is missing. My spiritual teacher H.H. Swami Rama, one of the great yogis of twentieth century used to say "Unless spiritual learning is included in the education system, we can never overcome our inner poverty. Happiness within and without is the real goal of education." Our Gurukuls had a beautiful parampara; the Gurukul education commenced with the initiation ceremony which comprised a beautiful prayer from Upanishads:

India. The current scenario in education where values and ethics are at crossroads is compelling us to re-think about the value-based education being imparted during the Gurukul days.

Once I was sitting in my outpatient department (OPD), a young boy was wheeled into my OPD, and the father was very much disturbed and in distress with the reports he was carrying. I asked him what is the problem? He tells me

Vijendra Devisingh Chauhan

Department of Orthopaedics, Himalayan Institute of Medical Sciences, Swami Rama Himalayan University, Dehradun, Uttarakhand, India

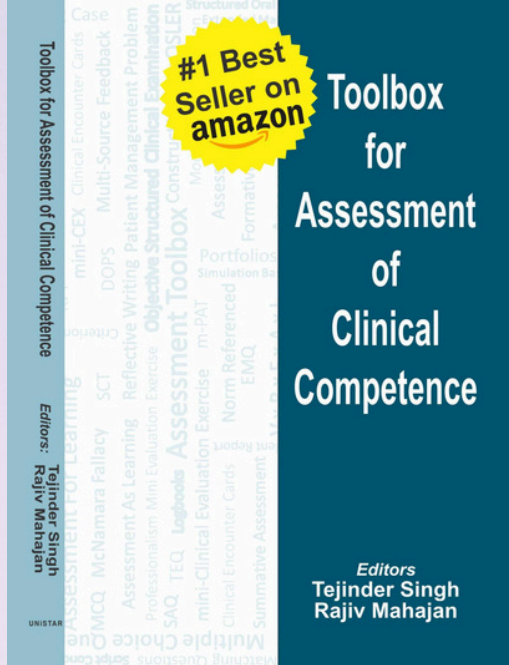
Address for correspondence: Dr. Vijendra Devisingh Chauhan, Department of Orthopaedics, Himalayan Institute of Medical Sciences, Swami Rama Himalayan University, Swami Ram Nagar, Jolly Grant, Dehradun, Uttarakhand, India. E-mail: drvijendrachauhan2017@gmail.com

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Contributory Author Dr. Juhi Kalra

Original Article

Asynchronous versus Traditional Teaching for MBBS Undergraduate Students-Effectiveness and Students Perspectives - A Pilot Study

Abstract

Background: Traditional lectures continue to be one of the common ways of teaching practiced in medical schools across India. However, there are many other effective ways of teaching in large groups and lately e-learning modules, which can be synchronous, asynchronous, or blended, have been used to complement face-to-face interactions. E-assignments have been effectively used to engage students into meaningful learning. **Aim:** The aim of the study is to compare asynchronous teaching with traditional teaching in terms of student perspectives and learning. **Materials and Methods:** After taking ethical clearance from the Institutional Ethics Committee, the study was conducted involving 66 student volunteers from MBBS 2nd year. All the students were subjected to a pretest on the topic – "low backache" prior to the intervention. The students were then divided into two groups: Group A and Group B of 33 students each. Group A was taught by traditional lecture method, while Group B was given an e-assignment on the topic for which no face-to-face interaction was done earlier. The students from both the groups were then subjected to a posttest followed by feedback. **Results:** Analysis of covariance, considering the pretest score as a covariate, revealed that the two groups were comparable to begin with $P = 0.632$. After the intervention, posttest mean scores improved significantly ($P < 0.001$) within each group, for both the groups, but there was no significant difference in posttest scores on intergroup comparison ($P = 0.507$). Student feedback brought to light that 85% of the students felt that the traditional lecture method followed by e-learning would be of a great benefit to them. **Conclusion:** Although no single method emerged as superior over the other, student feedback revealed that 90% of the students graded e-module as either satisfactory to good. Most felt that lecture followed by e-modules will help them to learn better.

Keywords: Asynchronous teaching, e-learning, traditional lecture

Vijendra Devisingh Chauhan,
Juhi Kalra¹,
Vinita Kalra²,
Gita Negi³,
Pradeep Agarwal⁴

Departments of Orthopaedics,
¹Pharmacology and
²Biochemistry, Himalayan
Institute of Medical Sciences,
Departments of Pathology
and ⁴Community Medicine,
AIIMS, Rishikesh, Dehradun,
Uttarakhand, India

Short Communication

Poetry in teaching pharmacology: Exploring the possibilities

Juhi Kalra, Satendra Singh¹, Dinesh Badyal², Purnima Barua³, Taruna Sharma, Dinesh Chandra Dhasmana, Tejinder Singh⁴

Abstract:

Objectives: To explore poetry as a tool for active learning in linking knowledge and affective domains and to find if correlating learning with imagination can be used in "assessment for learning."

Materials and Methods: After taking a conventional lecture on Asthma, a creative writing assignment in the form



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Research Article

Introducing structured viva voce examination in medical undergraduate pharmacology: A pilot study

D. C. Dhasmana, Suman Bala, Rajendra Sharma, Taruna Sharma, Saurabh Kohli, Neeraj Aggarwal, Juhi Kalra

Abstract:

Objective: Viva voce examination is an important tool of evaluation in medical examinations marred by high subjectivity. Gross subjectivity in viva voce assessment can be reduced by structuring it.

Disarming Dialogues in Ethics and Professionalism Commentary on "Conversations"

Juhi Kalra, MD, CMCL-FAIMER fellow, Tejinder Singh, MD, MHPE, FIAP

¹Professor of Pharmacology, Himalayan Institute of Medical Sciences, Swami Ram Nagar, Jolly Grant, Dehradun, Uttarakhand and ²Professor of Pediatrics and Medical Education, Christian Medical College, Ludhiana, India

Corresponding Author:
Dr. Tejinder Singh
Department of Pediatrics and Medical Education
Christian Medical College, Ludhiana, 141009, Punjab, India
Email: drtejinder22@gmail.com

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The commentary is in response to the poem "Conversations" which is accessible at <http://rhima.in/ops>

In ancient times, the priest with his and when you find what's wrong I'll be divine healing power was the sole better soon.
sanctuary for people when they met with
sickness. Having organized in tradition the seems accepting of the doctors
of faith, trust and magic, medicine paternalistic approach to her care



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INVITED CORRESPONDENCE: MEMOIRS OF A FORENSIC EXPERT

Fun learning of Forensic Medicine & Toxicology – An experience

Dr. Sanjoy Das
Professor & Head, Department of Forensic Medicine & Toxicology, Himalayan Institute of Medical Sciences, Jolly Grant, Dehradun - 248140, Uttarakhand
Recipient of the IAFM Fellowship in 2016
Email: visidax@gmail.com
Mobile: 09411113548

Introduction

Medical education has changed in the past few decades and has

Learning with fun - experience in Forensic
Medicine and Toxicology

Letter to Editor

Exploring "Human Skills" through a Cinemeducation Workshop during a Health Professions Education Conference in India

Dear Editor,

The Academy of Health Professions Educators organizes the National Conference of Health Professions Educators (NCHPE) to facilitate and accelerate the diffusion of educational innovations, and experience sharing of effective teaching methods.

The authors facilitated a workshop on cinemeducation (the use of movies in medical and health professions education)^[1] during the 2022 conference. They have used films to explore human skills, the history of medicine, and pharmacology among other topics.

"human skills" of communication, empathy, proper attitude, and ethical behavior.

We decided to start with an ice-breaking session using four short questions-the name of the person, the institution and city, one fact about them that is not widely known, and a movie

P. Ravi Shankar, Anuradha Joshi¹, Juhi Kalra², Atul Agarwal³

IMU Centre for Education, International Medical University, Kuala Lumpur, Malaysia, ¹IMU Centre for Education, Parul Institute of Medical Sciences and Research, Vadodra, Gujarat, Departments of ²Pharmacology and

³Orthopaedics, Himalayan Institute of Medical Sciences, Dehradun, Uttarakhand, India