

Contents

<i>Contributors</i>	v
<i>Foreword by Chinmay Shah</i>	vii
<i>Foreword by Purnima Barua</i>	ix
<i>Preface</i>	xi
<i>Abbreviations</i>	xvii
1. Group Dynamics and its Implication in Medical Teaching–Learning	1
<i>Asitava Deb Roy, Dipmala Das</i>	
2. Learning Process and Domains of Learning	5
<i>Arunima Chaudhuri, Nandita Chattopadhyay, Asitava Deb Roy</i>	
3. Goals, Roles, Competencies and Learning Objectives in CBME	13
<i>Asitava Deb Roy, Arunima Chaudhuri, Arindam Ghosh</i>	
4. Teaching–Learning Methods including Innovative and Active Learning Methods	22
<i>Himel Mondal, Kishore K Deepak, Ranjit Guha</i>	
5. Effective Clinical and Practical Skill Teaching	38
<i>Amita Ray</i>	
6. Choosing Teaching–Learning Methods and Aligning it with Competencies in Medical Education	49
<i>Asitava Deb Roy, Ranjit Guha</i>	
7. Writing a Lesson Plan	53
<i>Nandita Chattopadhyay</i>	
8. Introduction to Assessment: Formative Assessment and Internal Assessment	61
<i>Ganga S Pilli, Savitri Siddanagoudra</i>	
9. Blueprinting in Medical Education	69
<i>Amita Ray</i>	
10. Writing the Correct Essay Type Question, Short Answer Type Question and Multiple Choice Question	73
<i>Asitava Deb Roy, Aarti, Uttam Kumar Paul</i>	
11. Assessment of Clinical and Practical Skills	84
<i>Amita Ray</i>	
12. Choosing Assessment Methods and Aligning these to Competency and Teaching–Learning Methods	96
<i>Asitava Deb Roy, Aarti</i>	

13. Academic Growth and Networking	100
<i>Arindam Ghosh, Aritri Bir</i>	
14. Mentoring	107
<i>Asitava Deb Roy, Ranjit Guha</i>	
15. AETCOM: Concept and Conduct	114
<i>Asitava Deb Roy, Namrata Kumari</i>	
16. Self-directed Learning: Concept and Conduct	120
<i>Arindam Ghosh, Aritri Bir</i>	
Annexures	
<i>Annexure 1: Deriving Objectives from Competency and Aligning it with TL Methods and Assessment Methods (Example)</i>	<i>127</i>
<i>Annexure 2: Example of a Lesson Plan for a Large Group</i>	<i>128</i>
<i>Annexure 3: Example of a Lesson Plan for a Small Group</i>	<i>129</i>
<i>Annexure 4: Example of a Blueprint for Pathology Paper I</i>	<i>130</i>
<i>Annexure 5: Draft Schedule of Phase II MBBS</i>	<i>131</i>
<i>Index</i>	<i>133</i>

Abbreviations

PBL	Problem-based Learning
CBL	Case-based Learning
DOAP	Demonstrate Observation Assistance Performance
DOPS	Direct Observation of Procedural Skills
WPBA	Workplace-based Assessment
LAQ	Long Answer Question
SAQ	Short Answer Question
MCQ	Multiple Choice Question
MEQ	Modified Essay Question
OSPE	Objective Structured Practical Examination
OSCE	Objective Structured Clinical Examination
OSLER	Objective Structured Long Examination Record
CBME	Competency-based Medical Education
SGT	Small Group Teaching
LGT	Large Group Teaching