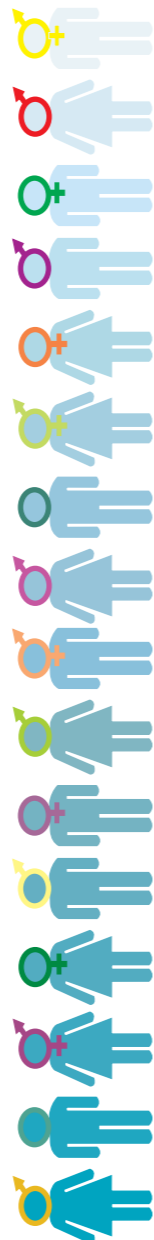


Who can apply to the GME course?

Medical educators from five disciplines viz. community medicine, forensic medicine & toxicology, medicine, obstetrics and gynaecology, psychiatry from both government and private institutions are encouraged to apply.

Collaborating Medical Colleges:

1. Shri Vilasrao Deshmukh Government Medical College, Latur
2. Mahatma Gandhi Institute of Medical Sciences, Wardha
3. Shri Atal Bihari Vajpayee Medical College and Research Institute, Bengaluru
4. Government Medical College, Nizamabad
5. Bangalore Medical College and Research Institute, Bengaluru
6. Chikkaballapura Institute of Medical Sciences, Chikkaballapur
7. St. John's Medical College, Bengaluru
8. Indira Gandhi Institute of Medical Sciences, Patna
9. Pramukhswamy Medical College, Karamsad, Gujarat



CEHAT
(Centre for Enquiry into Health and Allied Themes)
1st Floor, Unit 103, A & B Wing, Moniz Tower,
Yeshwant Nagar, Vakola, Santacruz (E), Mumbai - 400055
Tel No. : +91 9152441949 Fax No.: +91 22 26673156
Email: cehatmumbai@gmail.com
www.cehat.org and www.gme-cehat.org



Engendering Medical Education

Research in India



GME
Gender in Medical Education

About CEHAT:

CEHAT (Centre for Enquiry into Health and Allied Themes) is the research centre of Anusandhan Trust. CEHAT is involved in research, training, service and advocacy on health and allied themes.

CEHAT is seeking to collaborate with medical education institutes and interested medical educators to engage in “Integrating Gender concerns in medical education”¹. The revised MBBS curriculum in 2019 issued competency-based curriculum for MBBS². The curriculum seeks to integrate several social determinants of health. It is also in keeping with the recommendations of National Health Policy (NHP) 2017 that urges medical education and practice to reduce health inequities by addressing social determinants of health.

Background to the project:

‘Gender in Medical Education’ an innovative project kickstarted in Maharashtra in 2015, with CEHAT collaborating with Directorate of Medical Education and Research (DMER). The endeavour was initiated with seven medical colleges in Maharashtra belonging to semi urban areas. The deputed faculties were trained on integrating

1. Gender bias permeates many aspects of medicine in India, the WHO acknowledged the need for integration of gender into medical curricula.
2. In August 2019, Medical Council of India (MCI) introduced the ‘Competency Based Medical Curriculum’.

gender components in regular MBBS teaching through a TOT approach. The gender integrated modules developed by CEHAT in collaboration with trained medical educators were tested to check their feasibility in actual classroom setting and the results showed that it is very much possible to teach the gender integrated content in the MBBS lectures in stipulated lecture timings. Also, the results strengthened out hypothesis that to bring about a sustained change in gender attitudes of medical students the content needs to be integrated in all lectures and not as a stand-alone lecture.

Achievements of Phase I of GME:

- Gender integrated modules for 5 disciplines approved by MUHS & uploaded on their website
- Pool of trained medical educators across Maharashtra

CEHAT is now in the process of expanding the work on GME with other Medical Colleges of Maharashtra, owing to the encouraging results of the feasibility study and an approval from MUHS. We envisage to take this work ahead making medical education gender sensitive!

Upscaling of GME at National level

Project Activities:

1. Training for medical educators on thematic areas of gender-sex, its interlinkages to illnesses- both communicable and non-communicable, ethics in health care, laws related to PCPNDT and MTP and concerns of Health Providers, Violence and health amongst others.
2. Assisting trained medical educators with required materials to enable teaching of MBBS with a gender lens.
3. Collaborating with individual medical educators to conduct research on gender and health issues

What do medical educators gain from participating in the project?

1. Access to evidence-based modules and addition to existing knowledge on gender concerns in health
2. Access to world class faculties from different regions of the world
3. A chance for innovation in classroom teaching and publishing the experience of gender integrated teaching
4. An opportunity to get trained in research skills and to avail of limited fellowships for it.