



**LETTER TO THE EDITOR**

**Strengthening Faculty Development: A Call for an Online, Assessment-Driven Reform of NMC's Basic Course in Medical Education**

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**To,**

**Editors-in-Chief:**

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The National Medical Commission (NMC) has made commendable progress in recent years by conducting the Basic Course in Medical Education (BCME) through live teaching delivered by nodal centre faculty within institutions. Earlier, participation in these on-site workshops was inconsistent. However, since attendance became mandatory for career progression and promotion, overall compliance has improved considerably.

In addition, NMC's introduction of the Biomedical Research Course as an online, assessment-integrated module for all postgraduate students and faculty has proven highly effective. This shift to a structured digital format has resulted in greater participation, improved monitoring of learner engagement, and enhanced

uniformity in research training across diverse institutions. The success of this model offers valuable insights into how large-scale faculty development initiatives can be implemented efficiently and equitably.

Considering these encouraging outcomes, we would like to propose that NMC consider transitioning the Basic Course in Medical Education to a similar online, assessment-driven format for both faculty members and postgraduate trainees. Converting BCME into a structured, self-paced digital module would make learning more accessible and learner-centred, while ensuring standardization of content, continuous knowledge updating, and measurable competency acquisition. Such a model would also benefit faculty who face time, travel, or institutional constraints, thereby promoting a more inclusive and scalable approach to faculty development. We believe that this transition would further strengthen academic governance, enhance teaching quality, and contribute meaningfully to the ongoing advancement of medical education in India.

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