



Asia Pacific Bioethics Network for Education Science and Technology

UNESCO Chair in Bioethics

Professor Amnon Carmi

International Centre of Health, Law and Ethics

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Introduction

Since UNESCO made ethics of science and technology one of its five priority areas, the organization has been charged with promoting the education of ethical issues of science and technology.

UNESCO's programme in this area aims to strengthen the ethical link between scientific advancement and the cultural, legal, philosophical and religious context in which it occurs. UNESCO's strategy in bioethics has been to act as a standard-setter on emerging ethical issues, to disseminate information and knowledge and to help member states build their human and institutional capacities. The standards include the Universal Declaration on the Human Genome and Human Rights, the International Declaration on Human Genetic Data, adopted in 2003; The UNESCO's 33rd General Conference, in 2005 adopted the Universal Declaration on Bioethics and Human Rights, Article 1.1 outlines the principals that respond to 'ethical issues related to medicine, life sciences and associated technologies as applied to human beings' UNESCO

Chair in Bioethics- Background On June 24th 2001 an agreement was signed by the Director-General of UNESCO and the Rector of the Haifa University, Israel, concerning the establishment of a UNESCO Chair in Bioethics at the International Centre of Health, Law and Ethics, University of Haifa.

Article 2 of the Agreement defined the purpose of the Chair." To coordinate and stimulate an International Network of Institutes for Medical Ethics Training (NIMED), associating higher education institutes in both the developed and developing countries, and to develop an up-to-date syllabus for medical ethics education which will satisfy the requirements of medical schools in the world."

The reason for that important initiative resulted from two international researches carried by the International Centre in 1996 and 2001 under the guidance of Prof. Carmi (see below).

The aim of the project was to check whether the lack of proper study of ethics in medical schools was one of the reasons for the phenomenon of deterioration of the relationship between doctors and patients. Apparently, the findings offered a validation to this assumption and brought about the establishment of an international Steering Committee that undertook the mission of preparing a new method for ethics education.

First, research on the importance and quality of education in ethics in medical colleges and faculties all over the world was performed in 110 medical institutes. Statistically and primarily the subject of ethics was found

to be taught in 105 (95%) of these institutions. Although, on the face of it, this situation is almost ideal, in actual fact it lends support to a major premise, namely that something must be fundamentally wrong with the methods by which the subject is taught in a considerable of medical schools and due to the fact that since many physicians fail to practice ethically in spite of their study of, or concerning, ethics, the methods by which they have been trained are questionable.

Secondly, it appears that although in 88% of the medical institutions the ethics courses are compulsory, this imposition does not guarantee that students' conduct will always be guided by ethical values.

A problem of no less serious relevancy is the number of hours allotted to the teaching of ethics. The research indicates that 9% of the institutions devote up to ten hours to tuition of the subjects; 29% - ten to twenty hours; 33% teach between twenty and fifty hours; 7% between fifty and a hundred hours, while in 8% of the institutions over one hundred hours are taught.

It would appear that the more time is spent on the teaching of ethics, and the longer it stretches over the students whole course in medicine, the better the results should be. However, even if such a recommendation is universally accepted, it will not be strong enough to challenge and eliminate the problem of ineffectual teaching methods which are crying out for modernization and radical reform.

In brief conclusion, there is abundant evidence to prove that many medical schools will sincerely welcome guidance in the teaching of ethics. They will send physicians to courses; they will welcome novel methods of teaching the subject, they will adopt a new syllabus either in its entirety or in so far as it suits their environment. As for the hundreds of silent institutions it may not be too much to expect that many of them will realize that a 21st century ethical approach by physicians to their colleagues as well as to their patients will strengthen the efficiency of the medical profession.

The need for change

In recent decades medical education curricula have undergone many modifications for a variety of reasons. In spite of these changes, ethics education has not received adequate attention in medical schools throughout the world.

There is an emerging need for introduction of teaching medical ethics as a consequence of several social and scientific processes:

- Health-care consumers emphasize nowadays not only the need for health but the need for quality of life.
- Patients expect professionalism, effectiveness and quality, along with empathy, reliability and devotion.
- Health-care providers are detached from traditional concepts of idealistic Medicine, adopting a contractual, consumer paradigm.

- Medical technology has created new dilemmas (e.g. procreation, euthanasia, intensive care, medical genetics, bio-technology), while at the same time causing previous ethical resolutions to become obsolete (e.g. definition of death, family composition).
- Specialization and sub-specialization in medicine have encouraged technicality at the expense of patient-physician relationship and communication skills, thus creating a growing gap between physicians and their patients, and between medicine and society at large.
- Growing social concern, suspicion and demand for closer inspection on medical activities is filling this gap. The demand is materialized in the form of ample litigation, increased health-related legislation and formulation of international declarations, conventions, charters etc., creating new ethical and legal frameworks and new obligations for the practicing physician.
- Resource allocation in face of growing monetary constraints creates a substantial effect on the everyday practice of medicine.
- The need to adhere to ethical norms in scientific research and experimentation (human cloning, pharmacology etc.) remains a constant challenge.
- The effect on ethical requirements of Globalisation on health care and practice of medicine

A new curriculum needed.

A medical ethics curriculum ought to reflect the changing faces of medicine and should govern the following arenas, each having multiple sub-categories, with varying ramifications:

- A. The relationship between health-care providers and their patients.
- B. The choice of medical intervention for the individual patient.
- C. The choice of public health interventions.
- D. The evaluation of effects of health-care interventions.
- E. The collaboration between teams engaged in health care activities.
- F. The choice of goals and methods of medical research.

The International Centre for Health, Law and Ethics at the University of Haifa has initiated an international project, the aim of which is to form a new, modern curriculum of medical ethics to be taught at medical schools all over the world. The need for a modernized curriculum derives not only from the fact that many of the existent curricula are antiquated and completely out of tune with the intricacies of recent scientific developments, but also from the safeguards which we require in the form of educational innovations which will inculcate ethical values into our students, in spite of this materialistic age in which we live in.

The UNESCO Chair Haifa adopted the idea and undertook the mission.

The Asia Pacific Bioethics Network of the UNESCO Chair in Bioethics

International Centre of Health, Law and Ethics, University of Haifa.

The Asia Pacific region is host to over 60% of the global population. With the advent of Globalisation this has impacted on many regions and societies rapidly facing transformation and transitions both happening simultaneously. This has brought about significant changes. Consequently leading to change in social scenarios with cultures there is blending, coexisting and clashing. These Impact on cultural identities and expressions affecting not only arts, language but also values traditions, norms. This has brought new ethical challenges in many areas and importantly in Bioethics that doctors and health care profession have now to confront.

Some of these include Globalisation of Clinical Research sponsored clinical trials for new treatments, mobility of people and migration, first world health care at third world prices- Globalisation, Bioethics and medical tourism, the global market of health services, organ and tissue procurement.

Ethical implications of these globalisation consequences to the host societies human rights and social determinants of health. These are some areas amongst others that need to be incorporated in the teaching and training of medical and health care professionals.

In May 2011 at the UNESCO chair in Bioethics conference at Singapore after deliberations with representatives from universities and teaching institutions from Asia, who attended the meeting, Professor Amnon Carmi the UNESCO

chair in Bioethics initiated the Asia Pacific Network of his chair. Professor Russell D'Souza from Australia was appointed the Head and chair of the network. He was mandated to establish and coordinate national bioethics units at universities and there by stimulate a network of institutes for medical ethics and bioethics training, associating higher education institutes in the Asia Pacific region. The mandate was to develop an up-to-date syllabus for medical ethics education based on the well accepted core curriculum of the UNESCO, which would also satisfy the requirements of medical schools in the region from a cultural and legal areas. There was a need to facilitate collaboration and participation in research across the Asia Pacific region in the teaching training and practise of ethics in health care. Head and Chair of the Asia Pacific bioethics program of the UNESCO chair will be hosted at an academic centre / university with negotiations and Memorandum of understanding will be made by the Head and Chair on behalf the UNESCO Chair in bioethics.

- **The Aim of the Network**

The Network will aim to be the leader in the region mandated to study and develop curriculum teaching, training and research in the changing bioethics needs of the populations of the region, using the network's national units of the UNESCO chair in Bioethics.

- The network will aim to ameliorate the current teaching of ethics in medical schools in the regions by dialogue and deliberations among the national units of the network and explore pilot initiatives in teaching and training methods with evaluations of the new and current initiatives in order that evidence based methods and content might be developed to bridge the gap in the identified post modern ethics education and practice needs of this area.
- The network will offer opportunities to collaborate and participate in research across countries of the Asia Pacific region in answering research questions in ethical issues, including areas that might have cultural and religious variations which could impact of the method of teaching of ethics and the practice of ethics in clinical and other arenas.
- The network will offer opportunities to train and research the area of Eco bioethics. Eco bioethics is based on the premise of complexity and approaches problems inherent to humanity and its environment in a trans disciplinary manner. Its object of study and of intervention is the perpetual and specific interplay of the interrelationships between humans, humans and their environment and humans moved by ethical principals in accordance with their respective nationalities and cultures.

The Bioethics network will attempt to:

1. Solicit conceptual changes in medical faculties,

2. Form modern curriculum based on the core curriculum for education of ethics,
3. Train the potential teachers for the instruction of ethics,
4. Create modern educational tools and materials.
2. Stimulate and initiate Research in Bioethics across the Asia Pacific units
3. Key issues collaborative research and study will include translation of ethics underpinnings taught to the ethics at the clinical interface in Asia Pacific region

Plans:

- The establishment of an Asia Pacific network of universities and research centres committed to disseminating, improving and monitoring education in ethics in medical schools.
- An Asia Pacific network steering committee will be a resource to plan and initiate agreed initiatives of the Bioethics network. The work will be bolstered by an international advisory committee of the UNESCO Chair in Bioethics

The achievements likely to be expected will include:

- An increase in the number of ethics courses in medical schools, additional time devoted to ethics during medical school years and the introduction of ethics courses in faculties lacking them.
- On-line assistance and support for the implementation of ethics courses in medical schools.

- Preparing an updated and modern curriculum, reflecting the need for integration of ethics through the training period and in daily practice,
- Increasing interest and respect to values involved in health care delivery and raising awareness for competing interests.
- Students will be introduced to various non-medical facets of medicine: sociology, economics, and public administration.
- Special emphasis will be given to international consensus, declarations and resolutions, providing common grounds for accepted morals, values and legal norms.
- New chapters will be added to present curriculum that will relate to new dilemmas, accommodating medical, technological and scientific progress.
- The creation of training programs for teachers and instructors of ethics in medical schools.
- Periodic and not periodical seminars for teachers will be held for evaluation, further elaboration and amendment of the subject matter and methodology of the syllabus.
- Development of novel, modern and sophisticated educational tools and materials will facilitate attractive teaching.

- The accessibility and availability of these means will encourage extended incorporation of ethics education in medical schools curricula in the Asia Pacific region.
- The initiation, collaboration, facilitate, participation and serving as the hub in research across the Asia Pacific region in the teaching training practise and translation of ethics in the practice of health care.

Asia Pacific Bioethics Program of the UNESCO Chair in Bioethics Haifa

The program has now established bioethics units in faculty of medicine of major universities in most of the Asian countries. There are establishment of unit networks in progress in larger countries that a large number of universities and medical colleges.

The units are involved with activities in their countries and are related to:

- Bioethics and Medical ethics in Medical and health care professional training.
- Developing updated bioethics curriculum based on the UNESCO Core curriculum and incorporating the country's legal, cultural and religious requirements.
- Activities that stimulate the interest in bioethics education and training with establishing bioethics forum and activities
- Research and piloting of sophisticated and novel education tools.
- Developing evidence based novel bioethics education methods that will assist in translation of learned bioethics to application of bioethics in the clinical interaction

- Collaborative research programs between the Asia Pacific Bioethics program units

Current National units established in the International network of the UNESCO Chair in Bioethics at the International Centre of Health, Law and Ethics University of Haifa

Asia Pacific Bioethics Division:

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Srilanka National Bioethics Unit

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Director
National Institute of Mental Health
Colombo Srilanka

Pakistan National Bioethics unit

Chair: Professor Rizwan Taj MD
Head of Department
Pakistan Institute of Medical Sciences
Quaid-I-Azam University
Islamabad Pakistan

Nepal Bioethics Unit

Head: Professor Rupa Rajbhandari Singh
HOD and Professor of Neonatology
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Fiji National Unit

Dr Sharon Biribo PhD

Director of Research
Fiji National University
Suva Fiji

Malaysia National Unit

Head: Maj Gen Professor Mohd Zin Bin Bidin MD
Dean Faculty of Medicine

National Defence University of Malaysia
KL Malaysia

Indonesia National Unit

Head: Professor Pariani Siti MD PhD
Professor
Airlangga University
Surabaya, Indonesia

West Indonesia Bioethics Unit

Head: Professor Erayati Darwin
Faculty of Medicine,
Andalas University
Padang, West Sumatera Indonesia.

Philippines National Bioethics Unit

Head: Professor Rhodora Estacio
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Vietnam National Bioethics Unit

Head: Professor Nguyễn Đức Hình MD PhD
President
Ha Noi Medical University
Ha Noi Vietnam

Bangladesh Bioethics Unit

Head: Professor Md. Abdur Rahman
Jahangirnagar University
Dhaka Bangladesh

Japan Bioethics Unit

Head: Professor Mitsuyasu Kurosu, PhD
Professor of Bioethics
Tokyo Medical University
Japan

Indian Bioethics Program of UNESCO Chair

Indian medical education and health professional training program is the largest in the world with near 500 medical colleges and universities. The Chair with the head have established a robust program with a network of bioethics units in government and private medical colleges.

The Indian Medical Association and Medical Council of India are collaborating in the chair's program of implementing a vertically integrated Bioethics curriculum and providing train the trainer of teachers of bioethics.

The Indian program have been very active and have developed and piloted a Indian culturally, relevant bioethics curriculum based on the UNESCO Core curriculum that is being used in over 200 institutions worldwide.

Novel teaching methods have been developed and the use of case based teaching of the UNESCO bioethics program have been used successfully.

Student wings have been established with students taking part in the discussions on ethical dilemmas.

A number of training programs and certificate courses for bioethics teachers are being organised with CME accreditation of the Medical council of India

Government Health and Medical Science Universities in India Bioethics program.

A new program related to bioethics and Medical ethics in Government Health and Medical Science universities has been established by the Asia Pacific Program of the UNESCO Chair in Bioethics Haifa. A Bioethics nodal centre is to be hosted at the Maharashtra University of Health Sciences Nasik Maharashtra with other State Government Medical Science Universities joining this bioethics program.

Maharashtra University of Health Sciences lead by the Vice Chancellor and Pro Vice Chancellor have mandated to incorporate the Bioethics curriculum in the 320 colleges which includes over 40 medical colleges in June 2015. The UNESCO chair is planning to run a Train the trainers of Teachers of bioethics using the developed bioethics curriculum, with UNESCO experts to offer a specialised UNESCO training methodology, at Maharashtra University of Health Sciences Nasik for the Government Health Science Universities and for the units in the Indian program at the Indian Bioethics nodal centre at SRM University Chennai

Association of Indian Health Science Universities – UNESCO Chair in Bioethics Haifa National Program

**Government Health Sciences Universities India
State Nodal Bioethics Centre UNESCO Chair in Bioethics Haifa
Program Co Chair Dr O.P. Kalra Vice Chancellor HSU Haryana
Co-Chair Dr Russell D’Souza Asia Pacific Division UNESCO Chair Bioethics Haifa**

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Vice Chancellor
Nodal Officer: Prof Dr M C Gupta
Secretary: Prof Dr Vikas Kakkar
Rohtak Haryana

Maharashtra University of Health Sciences

Nasik India
Head: Professor Dr Dilip Mhisekar
Vice Chancellor
Head Nodal Officer Maharashtra: Dr Praveen Shingre Mumbai
National Nodal AIHSU: Prof Dr Payal Bansal
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Tamil Nadu MGR Medical University

Head: Professor Dr Geetha Lakshmi
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Nodal Officer: Prof Dr Pushkala Subramaniam
Anna Salai Chennai

King George Medical University

Head: Professor Dr Ravi Kant

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Nodal Officer: Professor Dr Shally Awasthi

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Kerala University of Health Sciences

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Vice Chancellor

Nodal Officer: Prof Dr Ajit Kumar

Thrissur Kerala

Madhya Pradesh Medical Science University

Head: Professor Dr R Sharma

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Secretary: Prof Dr. Pushparaj Singh

Jabalpur, India

Ayush and Health Sciences University of Chhattisgarh

Head: Dr G.B. Gupta

Vice Chancellor

Nodal Officer: Prof dr Naveen Gupta

Registrar / Secretary: Prof Dr K L Tiwari

Raipur 492010 Chhattisgarh

The Rajasthan University of Health Sciences

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Vice Chancellor

Nodal Officer: Prof Dr Shweta Mangal

Jaipur Rajasthan

Baba Farid University of Health Sciences

Head: Raj Bahadur

Vice Chancellor

Nodal Officer: Dr Rajiv Minhas

Secretary: Prof Dr D S Sidhu

Faridkot Punjab

Rajiv Gandhi University of Health Sciences

Head: dr K.S. Ravindranath

Vice Chancellor

Bangalore Karnataka

Private Deemed Universities of the Indian Program of the UNESCO Chair in Bioethics

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Pro Vice Chancellor Medical
SRM University Chennai

SRM University Chennai Tamil Nadu

India Nodal Centre
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Secretary: Dr Gireesh

Manipal University Manipal Karnataka

KMC Head Prof Dr Mary Mathew
Secretary Prof Dr Vikram Palimar

Amrita Institute of Medical Sciences and Research University Ernakulum Kerala

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Jaipur Rajasthan

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Secretary: Dr Manoj Goyal

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Secretary: Professor Dr Usha Vishwanath

Dr D Y Patil University,

Kolhapur India

Head: Professor Prakash B Behere

Vice Chancellor

Secretary: Professor Dr Shimpa Sharma

Indian Bioethics Units of the UNESCO Chair in Bioethics Haifa

SRM Medical College

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Head: D. Balakrishnan MD

Secretary A Saravanan

Fr. Muller Medical College

Karnataka University

Mangalore India

South India Bioethics Unit

Hair: Professor Princy Palatty MD

Secretary: Prof Dr Nagesh

Rajiv Gandhi Medical College

Mumbai India

Western India Bioethics Unit

Chair: Professor Dr Anu Kant Mittal

Head of Department of Psychiatry

Kashmir Government Medical College

Srinagar

North India Bioethics Unit

Professor Salim

Prof of Community Medicine

PGIMER – Dr Ram Manohar Lohia Hospital

Delhi

Central India Bioethics Unit

Professor Smita Deshpande

HOD and Professor of Psychiatry

SUN Hospital and Research Institute
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Kerala State Bioethics Unit
Head: Professor Dr E. Mohandas

Calicut Medical College Bioethics Unit
Head: Dr Jayakrishnan
Associate Professor of Community medicine
Kozhikode Kerala

Kasturba Medical College Mangalore Bioethics Unit
Head: Dr Animesh Jain
Associate Professor of Community Medicine
Mangalore India

Christian Medical College
Vellore Tamil Nadu
Tamil Nadu State Bioethics Unit
Head: Professor Kuryan George MD
HOD and Professor of Community Medicine

P.S. Medical College,
Anand, Gujarat
Gujarat State Bioethics Unit
Head: Professor Barna Ganguly MD
HOD and Professor of Pharmacology
Secretary: Swapnil Aggarwal

Government Medical College
Bhavnagar Gujarat
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Secretary Dr Chinmay Shah

Government Dental College

Aurangabad Maharashtra

Head Dean Dr S P Dange

Secretary Dr Joyti Bhawthankar

Government Medical College

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Head Dean Dr Chandrakant Mhaske

Secretary: Dr Madhuri Kulkarani

Seth Medical College & KEM Hospital

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Unit Head: Prof Dr Santosh Salagre

Secretary: Prof Padmaj Marathe

HBT and Dr Cooper Medical College

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Unit Head: Prof Dr Prasad Pandit

Topiwala National Medical College,

Mumbai Maharashtra

Chair: Unit Head Dean Dr R N Barmal

Unit Secretary: Dr Kanhare

Dr Lona Dash

Nair Hospital Dental College

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Unit Head Dean Dr Shuashni Nagda

Unit Secretary Dr Shivani Bansal

Lokmanya Tilak Medical College

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Chair & Head Dean Dr Suleiman Merchant

Secretary Dr Mangesh Lone

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Secretaries: Dr Piniki Wani

Dr Shagufta Tasnim Shaikh

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