

EDITORIAL

It gives me immense pleasure to present the second issue of the National Journal of Medical Education. The publication of a first issue was a very important beginning; now with the second issue we take another step forward. This step is not merely to continue a journal but to build a platform that would encourage reflection, innovation, scholarship and meaningful dialogue in medical education. As we all know, medical education is undergoing a remarkable transformation; today the role of a medical teacher extends far beyond delivering knowledge. We medical teachers are expected to facilitate learning, foster critical thinking, developing professional competencies, providing meaningful feedback and preparing future Indian Medical Graduates to respond to the continuous changing needs of health care and society. But in pursuit of this medical education itself needs to evolve continuously.

The Competency Based Medical Education framework has brought a very significant shift in the way we used to perceive teaching and assessment. Today concepts such as learner-centred education, workplace-based assessment, simulation, reflective practice, inter-professional learning and artificial intelligence have come in the forefront and increasingly becoming integral to medical education

However, the successful implementation of all these requires more than existing policies and curricular reforms. It requires educators who are willing to question the existing practices, experiment with new approaches, to evaluate the impact and share the experiences. This is where medical education scholarships become important

NJME aspires to provide such reflections through this second issue. We continue our commitment to publishing work that is relevant in today's context, rigorous, reflective and applicable to the real-world scenario of medical education. We, as a team particularly encourage educators, experienced academicians or early-stage faculty members to document and share their innovations, research, educational experiences and their perspectives

At the same time, we believe the growth of a journal depends on the strength of its academic community: the authors, editorial board members, readers, and all those who have contributed to the development of this scholarly ecosystem.

As we move forward in this journey, our vision is not simply to increase the number of publications, but a larger goal emphasizing in creating a community of educators who learn from one another and collectively contribute to improving the quality of medical education. This second issue is therefore another milestone - but significantly, it is another invitation to question, to research, to innovate, to share and ultimately to learn together. I sincerely thank all the authors, the reviewers, editorial board members and all the contributors whose efforts have made this issue possible. Let us contribute to learn and transform medical education together!

Prof. Dr. Neelam Patil

Editor-in-Chief

Prof. Dr. T.S.R. Anjana

Executive Editor