

**7.2.1 Q<sub>1</sub>M Describe two Institutional Best Practices as per the NAAC format provided in the Manual (Respond within 100 words)**

**Response:**

**1. Title:** Analytical study of Micro Ethics in Medical Education

**2. Objectives:**

- To be a leader in science of micro ethics to attain the divine gift of practice of healing amongst students and staff.
- Bring out inherent capacity in the students and the staff to develop inner vision and in depth perception to reach beyond the known frontiers of Biosciences of medicine.
- To learn to keep a balance between latest technological tools and clinical medicine to excellent communication skills.
- To develop social relations with the patients and understand their organic and psychological issues.

**3. Context:**

The technological advancements in every discipline of medicine is slowly becoming techno-medicine rather than clinical medicine. This system will lead to lot of dissatisfaction amongst the clientele, their friends, relatives and visitors. Rules simultaneous emphasis is not laid to wants of community.

**4. Practice**

**Cultivation of behavior for professional virtues**

Constant efforts are made to effecting character change in the limited time available for medical ethics and professionalism in education is inducted constantly and those qualities are assessed regularly.

**Following code of conduct by staff and student**

A professional compact code of conduct governing the student-faculty-school relationship is regularly widely discussed, developed and applied. Applying equally to both students and faculty.

**Learning and teaching of micro-ethics for staff and students**

The institute through micro-ethics teaches the students and staff to practice and experience professional values, follow role models, learn the skills that have significant influence in determining the role as a physician.

**Conduct of various seminars, programs, courses on medical ethics.**

Financial support, recognition, and reward for faculty educators will lead to success which is regularly followed.

**Methods of assessment including simultaneously checking whether students are following ethical Behaviour.**

The faculty evaluators are skilled at listening, observing, and reading to understand them by qualitative approach.

Importance of medical ethics is explained to students through debate competition, paper writing etc.

**Research in ethics**

We provide a theoretical framework for ethical medical education by extending three key concepts from the literature of research ethics—respect for individuals, beneficence, and distributive justice.

**Establishment of micro ethics centre**

Microethics centre was established and operating constantly for student character building activity.

Teaching staff and students are encouraged to carry out research related to implementation of medical ethics.

**5. Evidence of success -**

Students approach

Student's communication is becoming effective in defining the patient problem and reaching correct diagnosis, specifying therapeutic objectives. Our students have proved to be responsible citizens and understood their accountability toward society which is appreciated.

**Patient's feedback**

Patient's positive feedback encouraged the number of OPD visitors.

Involvement in research activities

Ethics with practical changes in character building and personal relation among students and staff.

#### **6. Problem Encountered and Resources Required**

Few students need to be taught about the importance of and using following their principles at all times. The only resource required is that all teachers should enthusiastically sincerely and honestly demonstrate need of acquiring above qualities to all students throughout the student and internship careers.

## **1. Title: “Excellence in Medical Education through Total Quality Management”**

### **2. Objectives**

1. To develop Physical, Psychological, Academic, Professional, Social & Spiritual dimensions of the students.
2. To develop a method so that the institution contributes towards attainable, affordable and accessible Medical education.
3. To effectively apply principles of TQM in Medical Education.

### **3. The Context**

#### **Intended Outcomes:**

1. To make Students understand concepts in learning.
2. To inculcate the habit of Creative & critical thinking for patient care.
3. To make students realize that Medical Education is a Public service.

Medical profession is dealing with the lives of the people. So students shall be trained to avoid minimal error.

All over world several problems have created stress amongst the students so they should be trained in distressing.

Medical education should be based on TQM that focuses on transformation of the attitude. It is wise to quote from Zig Zagler, “Ones attitude, not ones aptitude will determine ones altitude.”

### **4. The Practice**

System in our institution has been designed to evolve students as a complete personality.

Feedback mechanism:

Informal feedback is observed in the form of

1. Discipline in students.
2. Dress code.
3. Behavior of students in college.

Formal feedback is observed by

1. Academic performance.
2. Yearly Feedback of students, faculty, alumni & employer.

### **Total Quality Management includes**

1. Administrative management: Includes overall management of constructions maintains environmental hygiene landscaping, roads, electrifications and hygienic water supply.
2. Financial Management: Utilization of funds for education purposes, training purposes, Professional development, maintenance of various services. Regular financial audits.
3. Human resource management: The systems have been adopted in this institution so that teaching staff with good experience and research exposure and appropriate qualification are selected.
4. Material Management: System is so device that all the essentials equipment are in working condition.so that the students do not suffer for want of any training.
5. Teachers training: Regarding how to take classes, how to frame questions etc. Teachers are encouraged to undergo basic and advanced courses in medical education technology.
6. Students training: Students training includes both didactic and practical training related to professional subject in addition they are taught human approach coulees, to juniors, seniors, teaching staff patients, relatives and friends.

### **5. Evidence of Success**

It is observed that success in this TQM is confirmed by

1. Students actively take part in curricular activities.
2. The stress which has been shown in 1st year has completely diminished progressively by the time they reach final year.
3. During internship period on completing MBBS, their roles as explained by MCI are evaluated & the following points are confirmed.
4. Students are able to work as a leader & member of health care team, as a communicator, they are committed to continuous development of skills and knowledge as a lifelong learner.

## **6. Problems Encountered**

1. Teaching faculty and students should take more interest in research.
2. Teaching faculty should train students to appear in post-graduate examinations.
3. Students should take interest in sports.

Attachment – Link of best practices in Institutional Website

<http://www.vimsmch.edu.in/naac/7.2/7.2%20Institutional%20Best%20Practices.pdf>