



Striving For Excellence In Education: The Story of Smt. Malini Kishore Sanghvi Homoeopathic Medical College: Karjan (Gujarat)

DR. HITESH PUROHIT
MD (Hom) MBA (Edu. Mgt.)
Principal,
Director : Educational Services

1. Introduction

Smt Malini Kishore Sanghvi Homoeopathic Medical College (MKSHMC) has completed 12 years on 5th of September 2018 in field of formal UG education. We have been blessed with writing guidelines of our GURU late Dr M.L.Dhawale.

Our vision for pursuing excellence characterizes every area of activity pursuit of academic/clinical & rural. This will help an individual to become a Hahnemann an Homoeopath. Who strives for “high and only mission of physician to restore sick of health?”

Excellence requires setting high standards, vigorously pursuing them, and eventually significant realization of high achievement. Therefore we strive for excellence in teaching and learning within the context of CCH curriculum. Faculty must encourage students toward excellence.

We must invest in the future to give students the skills they need to meet these challenges with integrity.

MKSHMC is exploring ways of engaging students to become a vibrant Homoeopath in 21st century. We have emphasized the development of problem solving and critical thinking skills. Our curricula teach students to be independent thinkers by encouraging creativity, demanding communication, instilling research skills, inviting analysis and promoting digital literacy.

2. The Journey

We have continued traditional teaching in all the classes but for effective outcome we are following few steps so students can learn better /faster and develop critical thinking. They become more confident as a Homoeopathic practitioner.

3. 1st step: Integrated teaching

Albert Einstein said” I never teach my students, I only attempt to provide the conditions in which they learn”

We started preparing ourselves on aspect Integrated Medical education in 2007.(before starting of formal education) We felt current medical education is imparts knowledge in a disjointed manner and does not allow the students to develops skills to investigate, analyze and prepare to perceive the patients as a whole. We have effectively integrated pre clinical and clinic subjects. We have implemented in 5 batches in each class. Each year has brought refined ness.

Many students find this enjoyable and believe it develops critical thinking, independence and initiative, as well as help covering the ever expanding medical syllabus. Group work improves communication skills and a sense of responsibility and team work, which helps to understand individual. .. This is only possible with motivation, team spirit and openness to change.

3. 2nd step: Module base seminars:

This is a unique feature of MKSHMC. After completion of each integrated module in class we conduct Module base integrated seminar. We brought cases from OPD/IPD seen by students. Students become guide while teacher remained as a facilitator. This unique feature has helped students to integrate all the subjects Vis a Vis take journey from theory to practise.

It helped students to develop presentation skills/preparation of PPT and handling group.

4. 3rd step: problem base learning.

Problem-based learning (PBL) is an approach to learning that is used to a greater or lesser degree in many medical schools worldwide. PBL is intended to enable students to work together in groups to learn about a subject in the context of a real problem. We are able to select cases from the OPD/IPD /Community. Role of facilitator is of a great important for successful delivery. PBL is a learning process that requires students to be actively involved in collaborative group work. PBL is an active and immersive process in which the students must take significant responsibility for their Learning.

5. 4th step: Exposure to OPD/IPD/Rural.

We have started introduction of modules relevant OPD's posting of the students from first year. This has helped students to bridge gap between theory & practice.

Students are exposed to the rural OPD'S. They understand various difficulties/ethos/cultural of various communities. This can easily integrate with various relevant subjects of 1st to final year.

Our students are much better in bridging gap between theory and practise. This has helped them to develop confidence for practising homoeopathic system of medicines.

6. 5th step: Internship.

Our internship program is planned according to CCH guidelines. Our students have been exposed to OPD/IpD/Rural /PHC etc. They are getting chance to handle students & facilitate their learning. They have to present cases to students in clinics under supervision of sr faculty. They are enough confident for taking new cases/handling casualty/classes. This guided learning helped them to be more confident. In Toto internship helps them to know own strength and weakness.

7. Conclusion

After 10 years of regularly applying above methodology in education system our students are much confident and able to bridge GAP between theory & practise. This has helped confidence of students for delivering best of treatment and face difficulties of practise.

To bring excellence in education we have to "To change ourselves effectively, we need to change our perceptions" for education. I would say this is just beginning yet we have to go MILES!!!