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Ladies and Gentleman,

It gives me great pleasure in extending warm compliments to the office bearers of AMA who thoughtfully have chosen a vital theme for the present deliberation. I on behalf of WMA heartily welcome all the participants for the deliberation and discussion on the theme Quality Assurance in undergraduate medical education.

Undergraduate medical education has to be quality based in order to deliver the desired goods commensurate with the set out objectives. The core aim of Global undergraduate medical education is to generate a competent, confident, concerned and a compassionate first contact physician. He

learning into transformative learning is the real benchmark of quality assurance in undergraduate medical education. This has to mean that

- a) The admissions to undergraduate medical courses have to be merit based in a transparent manner and should be open for those who harbour for a genuine attitude and have aptitude for the same
- b) The society should have trust and confidence in the said system of selection, which should be above board and must instill the confidence amongst the prudent
- c) Throughput should have not only basic required infrastructure facilities that should be such that would create desired academic ambience

The teaching learning process should be joyful and approach should be problem based learning and not problem sorting approach. The curriculum design should be commensurate with the set out objectives and competency based with credit system availed for the objective assessment. It should have the inbuilt system of choice based electives with emphasis on knowledge part of learning, attitude part and also the skill part of the same. The assessment should be continual in nature and should reflect a cumulative depiction of the accrued success of the learner.

The orientation of the faculty for handling the undergraduate programme in regard to generating learner centric approaches must be tuned for relevant methods of teaching and learning including usage of appropriate tools, techniques, and technology for the same. It must be borne in mind that the faculty has to be a role model for the learner. This means that the teacher is not just to be a teaching teacher but has to transform into a mentor, a facilitator and above all a role model for him.

The assessment modes must be credible and cogent and required transparency in order to depict their relevance and timelines. A benchmark of the quality measurement must be set out by an appropriate accrediting agency. Periodic accreditation of the desired process

