

## Undergraduate Medical Education in Bangladesh: Facts & Challenges

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The health professions education process should produce doctors who can be able to demonstrate essential competence in rendering comprehensive health care and ensure high quality care with empathy and respect as per needs of the population both for healthy and sick in particular. The Institute of International Medical Education (IIME) highlighted the “global minimum essential requirements” of health professions education should consist of medical knowledge, clinical skills, professional attitudes, behavior and ethics that all health professionals must have regardless of where they are trained.

There has been a remarkable progress in the last twenty years of 20<sup>th</sup> century in all fields of scientific endeavor. The newer technologies provided to medical educationist, an unparalleled opportunity for development of highly effective and efficient tools for teaching-learning with innovative assessment techniques. In addition to professional competences it is the need of the time to put emphasis in the attitude of the health care providers, integrated care, consumer's participation, equitable distribution of resources and equal access to care, assessment technology, cost-effectiveness, and consideration of population perspective in planning health care, protection of environment, and promotion of healthy life styles as well. This dramatic change needs changes in medical education in deed to serve the needs of the society at large. Therefore, a peaceful campus with necessary academic facilities and faculties are the pre-requisite for better realistic change with the support of the political and academic community.

The undergraduate teaching is largely didactic, teacher-centered, compartmentalized. It is examination oriented, and devoid of motivation and strategies for self and active learning. To

address the challenges for a change **Firstly**, it is needed to agree on a set of competencies that a fresh medical graduates need to acquire as a 'primary care physician' in achieving a firm basis for future training and studies, and then formulate a competency based 'Core Curriculum' with provision of flexible electives. **Secondly** to facilitate active learning 'integrated modular courses' with assignments, project works presentations by student can be considered appropriate direction of actions. **Finally** it also needed to agree upon on a competency based, objective structured evaluation system using agreed checklists and rating scaled. Moreover, experiences and evidence based examples may substantiate the above challenges of multidimensional concern.