

# Editorial

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In this issue there are four articles. Hope all gain a comprehensive knowledge reading these articles.

**Shetty Charan Kishor** in his paper criticizes the current curriculum of Forensic Medicine. He said that the medical graduates previously serve the government in Malaysia as a Government Medical Officer before registration as medical practitioners with the Malaysian Medical Council. They also undertake medico-legal examinations of living and autopsy of the dead relating to common offences. But currently the forensic medical curriculum has been markedly reduced. Some medical schools only provide a few lectures and others provide 2 weeks forensic block or modules during 4<sup>th</sup> year of Medicine. This paper lays emphasis on the legal expectations and also about standardization of forensic medicine curriculum for undergraduate medical students in Malaysia. Necessary steps must be taken to explore these problematic areas more closely.

**Fatima and his colleagues** studied on 500 intern doctors of selected medical colleges by using self-administered questionnaire to explore the perception of intern doctors regarding newly introduced assessment system in final professional MBBS examination held in July 2011. It was found that majority (84%) of the respondents expressed their satisfaction with the newly introduced assessment method. Of 95.5% students mentioned that SAQ is better than Essay questions. About 86.6%, 81.7%, 78% of the students opined that the inclusion of MCQ, SOE and OSCE in examination is worthy. Of 89% percent respondents thought that adding of a certain percentage of formative assessment in final examination is better. About 29% of respondents said that examination phobia in oral /viva is not reduced by introducing SOE, 26.2% believed that all examinees are not judged in same standard by examiners by means of OSCE and 31% respondents believed that result of examination in SOE, some extent depends upon the examiners desire and intention. They conclude that the new assessment method is not implemented properly.

**Sharmin et al** address the ethical issues regarding assisted reproductive technology to **overcome male infertility** by artificial insemination. In Western society, though AIH is practiced in a legal bondage but some ethicists condemn it on some grounds. Western societies have made AID easily accessible on a plea Kids are not seeking to be raised or supported by the donor fathers. People are wasting time disputing with the issue of whether to disclose or not disclose the identities of sperm donors. In the name of procreative liberty, they are ultimately doing harm to

society because they are making the family ties weak.

One of the major areas of laboratory teaching in the medical curriculum is histology. **Rukshan and her associates** undertake a cross sectional research at four government and six non-government medical colleges to assess the current practice of teaching learning in histology practical classes of Anatomy in undergraduate medical education in Bangladesh from January 2014 to December 2014. **They conclude that** the common barriers found in this study were lack of training of teachers, large number of students and inadequacy of modernized teaching-learning aids. So in order to increase the effectivity of the practical classes modern techniques should be practiced. In addition teachers should be equipped with adequate knowledge on teaching pedagogies through frequent training and orientation programme in laboratory teaching.

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