

# Editorial

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Medical education and training varies considerably across the world. Various teaching methodologies have been utilized in medical education, which is an active area of educational research. Quality of medical education, performance of medical students and provision of effective health care are interrelated. To make the education need-based and community-oriented, many aspect of undergraduate and post-graduate examination is undergoing extensive re-orientation and reevaluation. In this issue four original articles on various topics of medical education were discussed to enlighten the knowledge of the reader.

The descriptive cross sectional study was carried out to assess the current status of practice of Quality Assurance Scheme (QAS) in different government and non-government medical colleges of Bangladesh. Principals/academic coordinators and students of all the medical colleges were the study population. Worldwide, the modernization of medical education is leading to the design and implementation of new postgraduate curricula. The necessity to reform postgraduate medical education has been recognized worldwide. Grounding in educational science and social accountability are raising issues. The descriptive type of cross sectional study was conducted among 50 supervisors of Obstetrics & Gynae dept. at selected medical colleges. In-depth interview of the supervisors was taken. Significant room exists for improvement in the quality of fellowship training as indicated by the less than desirable proportion of trainees being satisfied with different aspects of training. Faculty members who constitute the cornerstone of educational process are pivotal to effect the desired improvements.

The descriptive type of cross-sectional study was conducted to find out the teachers' opinion about teachers evaluation in undergraduate medical education Study also mentioned that teachers' classroom performance and relationship with students should be used as parameters of teachers evaluation.

A clinical teacher has dual roles to perform in undergraduate medical education along with a major role as patient management. But these roles are not clearly recognized by them. That's why views of clinical teachers and students about roles performed by clinical teachers in undergraduate medical education were studied in different government and private medical colleges. Teachers mentioned that excess clinical load, administrative work and political environment hampered their teaching roles. They also suggested that different courses on teaching and learning, teacher's evaluation system and regular faculty development programme would help to improve in clinical teaching.

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