INVITED COMMENTARY

Reforming Medical Curriculum While Ignoring Examinations: A Commentary on Sood and Ananthakrishnan’s “Reforming Medical Curriculum in India in Recent Years: Conflicts of Political, Regulator, Educationist and Professional Natures and Strategies for their Resolution”

Sabyasachi Sircar, University College of Medical Sciences, Delhi

ABSTRACT

Successive national initiatives in India to improve the medical curriculum are plagued by the lack of objective data that can help grade the existing quality of medical education. Without such quantitative data, which can be conveniently obtained through national exit exams, it is infructuous to embark upon curricular reforms. The results of the national exit exams must serve as a starting point for all subsequent reforms.

In the article titled, ‘Attempts at Reforming Medical Curriculum in India–Political, Regulator, Educationist, Profession conflicts and Strategies for Resolution’ by Sood and Ananthakrishnan (2012), the authors recount their first-hand experience of participating in three national initiatives to improve the medical curriculum in India. They begin by saying that “…the relevance of the training being imparted is being questioned” and that the Medical Council of India (MCI) is trying to improve the “quality of the output”. They also make a couple of very pertinent observations, e.g., (i) a majority of our curriculum committee members are subject experts without much training in educational science, and (ii) the process of the implementation of the course receives much less attention and general guidelines that are not very explicit are issued leaving a lot to the imagination of the individual teachers. They conclude in summary that ‘though regulated by a single agency, i.e., MCI, the curriculum

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