INVITED COMMENTARY

A Multi-Stakeholder ‘User Driven’ Medical Curriculum to Improve Health Care Outcomes: 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”

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ABSTRACT

In this commentary of Sood et al, which stresses on the linking of teaching, learning and assessment methods to learning objectives toward achieve excellence in postgraduate medical education, the commentator points out that policy making bodies seem to ignore that. While the authors seem to stress on communicating this aspect, the competent authorities prefer to form non-communicating Committees for delinking teaching / learning from assessment. The authors must be thanked for bringing out these issues for possible debates among all the stakeholders, leading to a renewed effort towards meaningful, timely and useful reforms of the healthcare education system in India.

Keywords: Assessment, Curricular Reforms, Healthcare Education, Healthcare Education System, Teaching Methods

The article by Sood and Ananthakrishnan (2012) is of relevance to the current state of medical education (Medical Council of India, 2011) in India. Curricular Reforms are necessary to keep the medical education in tune with the times and prevalent health and disease conditions. Overall, it is an important issue that has been highlighted commendably.

The authors narrate their personal experiences and suggest ways for improving the outcomes. So, these are valuable views from the insiders who have been involved in such
Towards a Secure Web-Based Healthcare Application
Konstantin Knorr and Susanne Rohrig (2002). *Knowledge Media in Healthcare: Opportunities and Challenges* (pp. 131-150).
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