

## From the Editor's Desk

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It is being increasingly recognized that active student engagement in teaching-learning processes in higher educational institutions is of paramount importance to achieve excellence in desired outcomes. This is particularly relevant to medical education. In spite of stringent rules, regulations, policies and curricula prescribed by regulatory bodies and councils for imparting medical education and training in medical schools, we find that desired outcomes in respect of knowledge and clinical skills acquired by medical graduates are still not up to the mark. There are significant gaps. Our medical schools may be staffed with best of faculties, state-of-art equipments, good hospitals and top class infrastructure, what they lack is active and optimum student engagement in all academic and other activities of the institution. Students are the most important stake-holders of medical schools. They should have representation in all policy making academic committees of the institution. They should participate in designing curricula. Their feedback will help in improving teaching methodologies and in assessment procedures. They should be engaged in research activities under guidance of and in collaboration with their teachers. They should be encouraged and supported to participate in local, regional, national and international medical conferences and meetings. They should be made to participate in delivery of healthcare to communities. Their representatives must be allowed to sit in the governing bodies of the institutions. Their opinions should be given due weightage in framing new policies and rules. Their feedback about teaching faculty must be given due consideration in granting promotion to the faculty.

In one of the articles published in this issue of MGMJMS, engagement of medical students with curriculum has been discussed comprehensively by two reputed authorities in medical education namely: John Dent and Catherine Kennedy from Association for Medical Education in Europe (AMEE). I am sure our esteemed readers, who are keen to see improvement in the quality of medical education in our country, will benefit from this article. In addition, as usual, this issue contains a mix of interesting papers from various disciplines of medical sciences. We gratefully acknowledge the cooperation of all the contributors who have been submitting papers for MGMJMS. Our sole criteria for publication are quality and factual data.

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