



## Editorial

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### Competency Based Medical Education- A Forensic Perspective

The change in medical curriculum was a long due in India. It was very much essential too due to changing circumstances in medical education, changed mindset of the students and increasing competition and coping with the rise in litigations. In view of all these, the governing body of medical education in India, the Medical Council of India has introduced the Curriculum Based Medical Education (CBME) which not only produces competent physicians but also enables them to be competent in the world map of medical field. It is responsible for the need to keep pace with changes in healthcare necessities of the society and expectations of the society of competence of the physician.

In CBME, learning is facilitated by different levels of competencies which comprise of fundamental as well as higher-order competencies. It emphasizes on the preferred and observable ability in real life situations. At the end of the course the medical student must acquire the knowledge and practical expertise about these competencies. As there is no method of teaching is specified for each of these competencies, and few of the competencies are complex, students' motivation and inherent skills play an important role in the learning process.

As for as the Forensic Medicine and Toxicology (FMT) is concerned, the entire subject is divided into 14 topics and 162 Competencies (outcomes). The student should be able to attain these competencies which would be taught to them through lectures, Small group discussions, Demonstrations, Autopsy, Role Plays, Bed side clinics (ward/casualty), DOAP (Demonstrate, Observe, Assess, Perform) sessions and Court visits. The same would be assessed by maintaining log book or through Skill stations or Viva voce or Objective Structured Clinical Examination (OSCE).

Many competencies of FMT must be thought to students by integrating with other departments. The suggested departments to integrate for competencies are anatomy (1), Pharmacology (2), Radio diagnosis (1), Psychiatry (1), General Medicine (11), Obstetrics and Gynaecology (5) and General Surgery (3).

Change is essential and one must accept it as the need arises. To be competent to the demand of changing standards of medical education, the CBME plays an important role. Let all of us embrace it with utmost affection.....

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*Editor – in – Chief*