

Editorial

In practical aspect, attitude and aptitude are very close as their origin. The word 'attitude' comes from the French word "attitude", which is derived from the Latin word "aptitude", which meaning "fit". So aptitude is the psychological fitness to do specific act at a targeted level. Attitude is the expression of internal make up. Aptitude is the measure of person's ability to learn specific skill or gain knowledge that helps achieving goal. It is the reflection of a person's intellectual ability to learn through experiences. The descriptive type of cross sectional study on "Students' Views about Attitude and Aptitude Test of Students in the Selection Process of MBBS Course in Bangladesh" was carried out by **Dr. Nasim -E-Tasnim** to identify attitude and aptitude of students as selection criteria for MBBS course in Bangladesh. Regarding need of attitude test, the study revealed that 97.7% students and regarding aptitude test 90.8% students were agreed. The study recommended that attitude and aptitude test are essential in the selection process of medical students for the MBBS course.

In the past decades, critical focus in medical education has been directed toward the need for medical curriculum reform, planning and development for newer approaches in medical teaching- learning, assessment strategies and enhancement of medical academic environment. A cross sectional descriptive analytical study was conducted on "Perception of Medical Students on Current Medical Education in Bangladesh" by **Dr. Tarafder Shahniam Ahmed** with a self-administered questionnaire to determine the perception of medical students about current medical curriculum, teaching-learning, assessment & academic environment. Respondents poorly rated the item labeled as, "your own college standard is at par with international standard" with a mean \pm SD of 2.9 ± 0.97 and also another item as, "Current teaching practices is sufficient to prepare for international exams (USMLE, PLAB)" with a mean \pm SD of 27 ± 0.83 . Building and implementing curriculum and examination system that amplifies professional competence and social values, expands setting for efficacious and sustainable medical education programs, trains the medical teachers as educators and encourages life-long self-learning practices.

Community based teaching-learning (CBTL) is the teaching learning where the exact teaching-learning session occurs at the targeted real

community in presence of teachers and students to have better exposure on that community aligning with the content, context and objectives. The cross sectional study was aimed to explore "Teacher's views on current practices of 'community based medical education' related activities in undergraduate medical education of Bangladesh by **Dr. Ripon Barua**. Most of the teachers (69.4%) were agreed that CBME related activities motivate students to serve at community settings. About 74% teachers viewed that CBME develop student's positive attitude towards community people. About 31.6% teachers mentioned that poor set up of service place for CBME activities and 23.7% teachers revealed that less participation of community people as important constraints for CBME related activities in Bangladesh.

A survey of students' perceptions of 'good' and 'bad' teaching concluded that teachers' interpersonal behavior, how carefully they prepare and plan their teaching and ability to run their session well, determine their worth as clinical teachers. The descriptive types of cross sectional study on "Present Teaching Learning Status of 'Allied Subjects of Surgery' in Undergraduate Medical Education of Bangladesh: Teachers' Views" was conducted by **Dr. Mohammad Mohibur Rahman** to identify the views of teachers of Surgery and its Allied Subjects about the present teaching learning status. Study revealed that the contents and time allocated in the curriculum for the Surgery and its Allied Subjects were satisfactory but actual teaching hours and different teaching learning issues like number of teachers, lecture classes, tutorial classes, bedside teaching, evening clinical teaching, teaching at operation theater, teaching at emergency and casualty were poor in different allied subjects of Surgery compared to General Surgery,

COVID-19 is a global pandemic disease spreading with tremendous velocity with continuously changing its variant. The Virus is proudly prowling around the whole world, compromising millions of lives. Scientists of whole world are still fighting against this uncertain foe. Since many vaccines have invented and available worldwide, human breathed a sigh of relief. The first COVID-19 case in Bangladesh was identified on March 8, 2020. This horrible pandemic situation make people more prone to take medication even antibiotic and more dependent on less reliable sources such as social and digital media for

medicine-related information which is mostly observed in developing countries. The descriptive type of cross-sectional study on “Pattern of medicine consumption by the medical students for preventive purpose of COVID-19: A multicenter study” was conducted by **Dr. Maliha Ata** a study to detect the pattern of medicine taken by medical students for preventing purpose of COVID- 19.

Approximately half of the respondents (52.47%) consumed Vitamin C and 46.35% received zinc for prevention of COVID-19, 15.52% respondents received Vitamin B and 16.70% received combination of Vitamin B and zinc. Around 34.11% respondents took Vitamin D3, among them most of them (49.65%) took 20,000IU. Calcium and combination of Calcium plus Vitamin D also consumed by the respondent (36%) for the preventive purpose of COVID-19

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