

11. Santos JI, De-La Maza L, Tanka J. Antimicrobial susceptibility of selected bacterial enteropathogens in Latin America and world wide. *Scand J Gastroenterol* 1989; 24 (Suppl 169): 28-33.
12. Punjani MK, Anand JS. A comparative study of chloramphenicol and furazolidone in the treatment of typhoid fever in children. *Indian Pediatr* 1978; 15: 769-776.
13. Sindhe PR, Maiya M, Ramaprasad R, Jitturi KH, Sharma NGK. Furazolidone (Furoxone) in typhoid and paratyphoid fever. *Indian J Med Sci* 1969; 23: 297-300.
14. Dutta P, Rasaily R, Saha MR, Mitra U, Manna B, Chakraborty S, *et al.* Randomized clinical trial of furazolidone for typhoid fever in children. *Scand J Gastroenterol* 1993; 28:168-172.
15. Typhoid fever. *In: Harrison's principles of Internal Medicine*, 14th edn. Eds. Fanci AS, Braunwald E, Isselbacher KJ, Wilson JD, Martin JB, Kasper DL, *et al.* Philadelphia, Me Graw-Hill Companies, 1995; pp 951-954.
16. DuPont HL. Progress in therapy for infectious diarrhea. *Scand J Gastroenterol* 1989; 24 (Suppl 169): 1-3.
17. White AH. Absorption, distribution, mechanism and excretion of furazolidone. *Scand J Gastroenterol* 1989; 24 (Suppl 169): 4-10.
18. Phillips KF, Hailey FJ. The use of furazolidone: A perspective. *J Int Med Res* 1986; 14:19-29.
19. Dutta P, Mitra U, Rasaily R, Saha MR, Manna B, Chatterjee MK, Garai T, Sengupta M, Bhattacharya SK. Multi-drug resistant typhoid fever with diarrhea. *Indian Pediatr* 1997; 34: 891-899.

Examination Reform: Not Only OSCE But Reform Selection of Teachers Also

I read with interest the "Viewpoint" on examination reforms highlighting the role of teacher to help students to learn medicine in a better way(1). Although this article is focused on changes in undergraduate (UG) examination system, the same teachers are involved in Postgraduate (PG) examinations also, so similar deficiencies exist in these examinations also.

Identical concerns have also been raised by Gupta(2). In both articles(1,2), the remedy for shortcomings of present examination system is said to be OSCE (Objective Structured Clinical Examination) approach. It is true that poor assessment of students

by teachers is *one* of the major factors in making "Compromised" quality of Pediatricians (as well as other specialists). In this context Mehta suggested two important rectifications during Postgraduate training programme(3): (i) Thesis writing can be replaced by writing of articles in medical Journals; and (ii) Utilization of teachers for teaching by pruning their unproductive activities. This suggestion specifically deserves discussion amongst policy makers and administrators so as to arrive at a consensus regarding use of medical teachers as "teachers" rather than busy practitioners.

The crucial issue is to improve the falling standards of medical education at UG as well as PG level. In my opinion, the root cause for this problem is poorly defined selection process to choose medical teachers, *i.e.*, lecturers. The selection process abso-

lutely lacks feed back to candidates interested in a teaching job thereby resulting usually into deliberate selection and non selection of undeserved and meritorious candidates, respectively. The selection procedure also allows many candidates to try various pushes and pulls (both financially and politically) to get entry into lecturership. Until this phenomenon is totally replaced by ethical selection of medical teachers, none of examination methods (conventional or OSCE or any other) is going to prove effective. Finally, it is for the "teacher" to efficiently utilize the evaluation system for the assessment of a student. Thus one of the fundamental step towards restoring grace of PG and UG examination

should be to ensure honest selection of the right candidate as a "teacher".

Ravi Goyal,
581 -A, Talwandi,
Kota 324 005,
Rajasthan.

REFERENCES

1. Singh T, Nathu MV. Examination reform at grass roots: Teachers as the change agent. *Indian Pediatr* 1997; 34:1015-1019.
2. Gupta M. Soul searching: Our present system of Undergraduate and Postgraduate examination assessment. *IAP J Pract Pediatr* 1997; 5:161-164.
3. Mehta S. The making of a Pediatrician. *Indian Pediatr* 1997; 34: 713-717.