

Publication: The lifeline of learning

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In the last centuries we have experienced passionate run from 'known to unknown' with the explosion of knowledge. This new millennium has ushered a plethora of publications with the unbelievable progression of technology of the virtual world. The intellectual community has to provide sincere blessings for the team of professionals behind the launching of this newborn multidisciplinary journal of medical research and practice and inspire them to run along the rally of the revolution of information exchange.

Life is the expression of a series of biochemical reactions passing all the way through a comprehensive organization of cells leading to the accomplishment of optimum state of spirit through perseverance. Through the ages human civilization has been able to learn that exploring the unknown facts of life is the decisive source of knowledge to reach the missing links. In the era of newer hypothesis to find explanations of disease causation Antonovsky's Salutogenic model of health presents the challenging issue to clarify that health is a value and concept to enable us attain highest potential of all the living being. Still pragmatic and objective ways of addressing perception of health is associated with the downstream overt effects of lack of health. In this outlook we need deep internalization to look back why, after the discovery of hundreds of 'curative' drugs for hundreds of morbidities, ill health is still not manageable by exclusive curative approaches with the repetitive bites from emerging and re-emerging diseases. We need to look at the glory of life by 'health promotion' leading to the well-being, rather than engaging in the attention to 'Koch's postulate' of disease with the 'memory game' of endless lists of 'magic bullets', immunizing agents, and adverse drug reactions.¹

The most important functions of higher education are research and development that is severely lagging behind in low and middle income countries. Instead academic institutes are engaged in retail distribution of degrees and diploma even in the not-for-profit government institutes run by public money collected from taxes. Further, this model has become a 'State-of-Art' in the management of education run by the private sector following the same paradigm. Both public and private sectors are lagging far behind any perceptible contribution to the development of sciences in general and healthcare sciences in particular.

Curricular medical teaching-learning and basic healthcare delivery systems are at cross roads where people reforms are long awaited for decades. We need a paradigm shift to be driven by positive mindset from a medical education system exclusively based on tertiary care academic institutes. The undergraduate and postgraduate students are grossly deprived of the potentially rich contribution from health professionals and health facilities functioning outside the tertiary care system. Although there is no debate that medical education has to produce first contact physician of the community, yet this has been suffering over decades.^{2,3}

The journal is expected to report on research works conducted from 'bench side' to 'bed side' at the community level to support interaction between researchers and healthcare providers at grassroot levels to confront and conquer the major healthcare problems of this century.

Think of the ancient Zen proverb: "If a tree falls in a forest and no one hears the sound of the fall, did the tree fall at all?"

Million dollar question worth pondering 'Why we should have courage and time to publish'?

Let us make footprints on the global literature through our original thinking and bold hypotheses.

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