



RASHTREEYA SIKSHANA SAMITHI TRUST

D. A. PANDU MEMORIAL R. V. DENTAL COLLEGE

- ✧ Affiliated to Rajiv Gandhi University of Health Sciences, Karnataka
- ✧ Recognised by Dental Council of India, New Delhi
- ✧ Accredited by National Assessment Accreditation Council (NAAC) "A" Grade
- ✧ Included under section 2 (f) of the UGC ACT-1956

Ref. : DAPM RVDC / 1287 / 19-20

Date : 14/01/2020

Feedback on the curriculum for the year 2019-20 by students, faculty, alumni, employers and professionals.

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1. Summary of the feedback

1.1. Student feedback on the curriculum

212 students studying in different years of UG and PG responded.

90.5% said that the course objectives were clear. 72% of them said that the work load was manageable. 88% of them said that by the time they appeared for exam, the course objectives for that year were completed

96.5% said that they actively participated in the learning process with 85% of the students identifying that the teaching learning methodology encouraged active participation and supported learning. 70% of the students felt that the learning resources in the library were adequate. 60% of the students felt that the faculty were responsive to their needs of learning.. 50% of the students were happy with the assessment system and said that the feedback helped them to learn while 38% remained neutral on this.

55% of the students felt that the course created curiosity, helped them understand how the marginal sections of the society struggle for equitable access to health facilities. 72% of the students said that the course made them want to contribute positively to the society.

1.2 Faculty feedback on the curriculum

55% of the faculty said that the curriculum is appropriate to meet the oral health needs of the population, while 11% remained neutral and 33% disagreed. 56% of the faculty feel that the assessment methods are in alignment with the course objectives.

They have suggested the inclusion of current concepts and advances in the respective specialties, increased clinical exposure, training of students in patient management skills. They have asked for experiential learning and competency based education to be included.

They have asked for removal of outdated concepts, theoretical aspects which have no practical significance or relevance.



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They have requested for training in newer teaching learning methods, increased number of teaching faculty and resources like computers and continuous internet facilities for enhanced learning. They have also requested for classrooms which support small group activity-based teaching. In assessment, faculty have asked for inclusion of competency-based assessment methods, and objective assessment methods with continuous performance assessment.

1.3. Feedback by Alumni

Our alumni have stated that the faculty encouraged to learn about all aspects of dentistry and the course stimulated them to contribute positively to the society. They are conducting community health programs to reach out to the underserved population.

They have suggested that the dental faculty team be strengthened further and newer advances to be included in the curriculum. The students need to be trained in soft skills which helps them to further their skills in people management.

1.4. Feedback by employers

The employers have stated that the clinical and technical skills of our students have been good. The students need to be aware of the latest advances in the different specialties and emphasis should be increased on providing clinically relevant training.

1.5. Feedback by professionals

The professionals have opined that the curriculum is inadequate to face real life situations, need more patient exposure and the outdated concepts need to be removed from the curriculum.

They have asked for workshops and training programs on medical emergencies, clinical practice and future trends to be conducted to prepare our students for practice in the community.

2. Action taken by the Committee for suggested improvements in the curriculum based on the feedback received by all stakeholders

2.1. Reviewing the curriculum:

At the University Level

1. Removal of outdated concepts and inclusion of newer, clinically relevant concepts - since curriculum review is within the purview of the Health university, we will be passing on the recommendations based on the feedback received to the concerned authorities for discussion and action.



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2.2 At the institution level:

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2. Improving the availability and access to learning resources – LMS is currently being tried out to address this.
3. Patient exposure – Measures to be taken to address this in consultation with all stakeholders.
4. Faculty support system – It is good. 40% of the students want additional support. In this context, the faculty will be trained in a phase wise manner to strengthen the support system, formative assessment and feedback systems.
5. Increase in number of faculty to strengthen the teaching learning environment – will be discussed with concerned personnel in the management.
6. Infrastructure –
 1. Class room setting for conducting workshops/ small group teaching activities – Will be discussed with the management
 2. Computers and internet – The LMS will be able to address this requirement.
 3. Simulators – We will discuss with the stakeholders as to what kind of simulators will assist in the learning experience.
7. Workshops
 1. Workshops and CDE programs on recent advances, managing medical emergencies are already in place. They will be further strengthened.
 2. Soft skill training – the current Patient safety training program will be expanded to cover all students.
8. Faculty development programs
 1. Faculty will be encouraged to enhance their skills in health professional education.
 2. The health professional education unit will periodically conduct teaching skill upgradation programs for all faculty.
 3. Formative student assessment system is being strengthened through LMS.

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