



# D.A. Pandu Memorial R.V. Dental College®

Affiliated to Rajiv  
Gandhi University of  
Health Sciences,  
Bengaluru, Karnataka

Recognised by Dental  
Council of India, New Delhi  
Accredited by NAAC  
with 'A' Grade

Included under Section 2(F)  
of the UGC ACT-1956

Ref : DAPMRVDC/ 1198 / 21-22

Date : 4/08/21

## Feedback Committee

### DAPMRVDC

#### Report on “Feedback from the professionals and employers regarding the dental curriculum at DAPMRVDC”

The qualitative feedback on the dental curriculum was collected from dental professionals and employers who had three to thirty years of experience. In all 26 feedbacks were received.

The employers were happy with the alumni students. They stated that the confidence and communication skills of our alumni students is better.

The qualitative feedback was systematically analysed and the following key themes emerged from it:

#### 1. What is your opinion on the current dental curriculum and its impact on the employability?

##### Theme 1: Curriculum is outdated and needs revamping

The professionals were of the opinion that the curriculum is outdated and needs complete revamping. It does not train the student sufficiently for employment. The content needs to be restructured to include the advances in dentistry.

##### Theme 2: Curriculum is inadequate and needs restructuring

The professionals were of the opinion that the existing curriculum is inadequate to meet the employment requirements. They identified 6 specific areas for improvement:

1. Soft skills – communication, interpersonal relationship should be worked upon.
2. Train students in managing emergency and life threatening conditions.
3. Practice management and practice oriented training needs to be strengthened.
4. Research needs to be strengthened
5. The clinical exposure needs to be strengthened.
6. There is an urgent need to train in financial management



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Theme 3: Curriculum is adequate

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Very few of the professionals were of the opinion that the curriculum is adequate and trains the student for practice. They suggested no changes in the curriculum.

## 2. Suggestions to enhance the quality of curriculum implemented at DAPMRVDC

The following suggestions were received to enhance the quality of curriculum at DAPMRVDC. These included inputs on strengthening the student teaching and assessment modalities, additional training programs and improving the infrastructure:

### 2.1. Student teaching and assessment modalities

1. Student -patient interaction skills to be improved and comprehensive care system to be introduced. This will help in getting students to see the patient as a whole rather than as a "quota". Train students in patient management and communication skills.
2. Early clinical induction program should be introduced.
3. Peer assisted learning – groups of students across years to learn from each other
4. Strengthen the assessment – Stricter assessment of student learning, inclusion of OSCE and other higher level assessment methods.
5. Case based problem solving exercises to be increased to encourage logical analysis and diagnostic abilities
6. Remove outdated/obsolete procedures
7. Students should be exposed to private practice set up.
8. Case based discussions should be strengthened.

### 2.2. Additional training:

1. Train faculty in curriculum implementation strategy
2. Short course on comprehensive patient management during internship
3. Training program on medical emergencies
4. Industry exposure
5. Research





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## 2.3. Improving the infrastructure

1. The clinical exposure needs to be strengthened by increasing the patient inflow.
2. Strengthen the clinical infrastructure – simulator based training, improved materials and equipment availability.
3. Establish specialised clinics – Implant clinic, geriatrics clinic, comprehensive dental clinic, VIP clinic etc.
4. Bring in advances in dentistry which is over and above the prescribed curriculum

*Suchella A*

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Action taken report

Date: 4/08/21

The feedback was discussed with the heads of departments and heads of UG committee, PG committee, Health Professional Education Unit and Career guidance cell and the following actions were taken:

Student teaching and assessment modalities:

1. The Health Professional Education Unit was requested to strengthen the existing Patient safety and communication skills workshop further to strengthen the student patient interaction skills.
2. The UG and PG committee were requested to identify academic achievers and low performers to initiate support.
3. The HODs were requested to incorporate standardised assessments like OSCE for formative assessment.
4. The career guidance cell was requested to initiate programs for practice management.

Additional teaching & improving infrastructure:

1. The Health professional education unit was asked to initiate faculty development programs.
2. To enhance patient inflow and industry exposure, MOU s have been initiated with 5 organisations

*Suchetha A*

Dr. Suchetha A  
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