



RASHID LATIF DENTAL COLLEGE, LAHORE

ANALYSIS OF POOR PERFORMANCE 1st & 2nd Year BDS INTEGRATED EXAMINATION

A. Quality Issues (Assessment)

- Poor MCQ construction — questions lacking clarity, clinical relevance, and proper difficulty calibration
- Assessment blueprinting not aligned with learning outcomes across integrated modules

B. Curriculum Delivery Failures

- Major-hour subjects failing to complete syllabi until the final days before examination
- Lack of coherence in teaching topics across contributing subjects — students receiving fragmented, disconnected content
- No agreement among subjects leads to integrated **teaching themes**, with some departments actively opposing cross-disciplinary coordination

C. Small Group & Interactive Learning Breakdown

- Small group sessions not properly organized —under qualified facilitators
- Key discussion sessions not conducted meaningfully, depriving students of active learning and peer-to-peer consolidation
- No structured case-based or problem-based learning sessions to reinforce integration across basic sciences

D. Faculty & Departmental Coordination

- Absence of a unified faculty consensus on integrated teaching — individual departments prioritizing their own subject silos over collective outcomes

E. Student Behavioral Factors

- Careless attendance at OSPE and viva sessions following theory examinations, indicating poor student engagement and low perceived value of these components
- Students unprepared for the integrated format, accustomed to subject-based rote learning

F. Institutional & Administrative Gaps

- No measures to identify at-risk students, lack of strategies to promote learning in weak students. (lack of quality assurance forms)