

Editorial

Mission statement

The journal believes in upholding the health needs of the mankind as the most important factor while publishing a research communication. TPDI is dedicated to publish articles to improve the knowledge, competencies and attitudes based on professionalism of prosthodontists in general and of the members of the sponsoring organisations in particular.



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Rudderless ship cannot be steered, it can only drift

Postgraduate education in Prosthodontics in India, has a history of more than fifty years. Professionals who undergo these courses were expected to have solid in depth knowledge of the speciality and fine grade clinical acumen. Teachers of these courses had clear vision on the objectives and the students were guided to achieve them with sheer intensity of training. Quality was always assured by adopting stringent assessment methods. Postgraduate departments were in fact gurukuls where teachers could do formative assessment of the students and compensate appropriately for their inadequacies.

As time passed, India has witnessed an unprecedented explosion in the number of postgraduate seats and teachers have lost their control in the implementation of the programme. Entry of private sector managements improved the hardware profile of the education system but rarely improved the software requirements. Greater dilution happened in the assessment system. Initially managements insisted on a pass of the candidates to improve the admission potential in the subsequent years. Slowly parents and students have started demanding not only a pass but higher grades also. A stage has come, where professors lose their job if the candidate failed in the examination. Written and practical examinations have been reduced to a farce. Students consider that examinations are only rituals happening annually to grant a pass.

In the academic front also, great changes have happened in the last two decades. The advent of dental implants, rather than fostering the potential of prosthodontics, in fact masked the basic prosthodontic instruction and raised doubts in the mind of the post graduate students. Teachers also fail to provide clarity on the prosthodontic - implant interface and guide the students gradually from the prosthodontic foundation to the superior implant support. Students want to place implant and doubt the reason for learning basic prosthodontics. Practical examinations are marred by prefab systems and have successfully confused the students. One student has innocently asked "three pairs of bases are fabricated for the same complete denture patient during the examination, to carry out each step. When we start practicing, what will happen to the two extra bases? Don't you think it is a waste?" As a teacher, I have doubted; whether to laugh or to cry. The ship has already lost its rudder. It can only drift.

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