

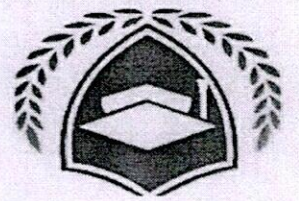
Feedback analysis and action taken report for 1st Year B.D.S students

The feedback analysis for the last year's B.D.S students revealed that 80% of the students found the module distribution, structure, and objectives effective in achieving the intended learning outcomes. However, some students expressed uncertainty about the pace of the modules and the workload distribution. Despite this, the overall learning environment was deemed conducive, with adequate resources available to support student learning. The students appreciated the organized and useful study materials provided, including notes and additional reading resources. Furthermore, 78% of the students considered the assessment methods reasonable, while 39% found the feedback on assessments to be timely and helpful.

All students (100%) acknowledged that the instructors were regular in lectures and responsive to their concerns. Regarding practical sessions, half of the students found the material useful, and almost all students appreciated the effectiveness of demonstrators and tutors in addressing their problems. On self-assessment, students reported active engagement in the modules, attributing their progress to the teaching-learning methodologies that encouraged participation.

As a response to the feedback, module workloads have been restructured, and classroom facilities have been improved to enhance the learning experience.

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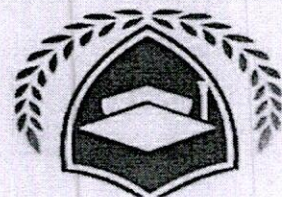
Feedback analysis and action taken report for 2nd Year B.D.S students

The feedback analysis for the 2nd B.D.S students highlighted that 86% of the students found the module objectives clear and the workload manageable. While some students expressed uncertainty about the pace and workload distribution of the modules, the overall learning environment was regarded as conducive, with sufficient resources readily available. Students were satisfied with the organized and useful study materials provided, including notes and additional readings. They also reported active involvement in the modules, attributing their progress to teaching-learning methodologies that promoted active participation.

Additionally, 88% of the students considered the assessment methods reasonable, and 81% felt that the feedback on assessments was timely and helpful. The majority (88%) acknowledged that instructors were regular for lectures and responsive to students' concerns. Regarding practical sessions, 82% of the students found the materials useful, and nearly all students agreed that the demonstrators or tutors effectively addressed their issues during these sessions.

Action taken and outcome: Introducing modules for students with improvement in module structure and delivery.

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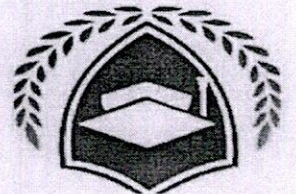
Feedback analysis and action taken report for 3rd Year B.D.S students

The feedback analysis for the 3rd B.D.S students revealed that 86% of the students found the module distribution, structure, and objectives effective in achieving the learning goals. However, 10% of the students expressed uncertainty about the pace and workload distribution of the modules. Despite this, the overall environment was considered conducive to learning, with sufficient resources readily available. The students appreciated the organized and useful study materials, including notes and additional readings. Moreover, 92% of the students found the assessment methods reasonable, and 86% stated that the feedback on assessments was timely and helpful. The majority of students agreed that the module materials were well-organized and well-presented.

Additionally, all students (100%) acknowledged that instructors were regular in delivering lectures and responsive to their concerns. Regarding practical sessions, the majority of students found the materials useful, with nearly all agreeing that the demonstrators or tutors effectively addressed their issues during these sessions. On self-assessment, students reported active involvement in the modules and significant progress, attributing their achievements to teaching-learning methodologies that encouraged active participation.

Action taken and outcome: Restructuring of module practical and clinical hours to provide detailed and comprehensive clinical exposure to students

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Feedback analysis and action taken report for 4th year B.D.S students

The feedback analysis for the 4th B.D.S students revealed that 74% found the module distribution, structure, and objectives effective in achieving the learning goals. However, a few students were uncertain about the pace and workload distribution of the modules. On self-assessment, students reported active involvement in the modules, attributing their progress to teaching-learning methodologies that promoted active participation.

The overall environment was deemed conducive to learning, with sufficient resources available. Students expressed satisfaction with the organized and useful study materials, including notes and additional readings. Additionally, 70% of the students found the assessment methods reasonable, and most felt that the feedback on assessments was timely and helpful. All students acknowledged that instructors were regular in delivering lectures and responsive to their concerns.

Regarding practical sessions, only a few students found the materials useful, though nearly all agreed that the demonstrators or tutors effectively addressed their problems during these sessions.

Action taken and outcome: Modifying the module workload for students to increase clinical posting timings.

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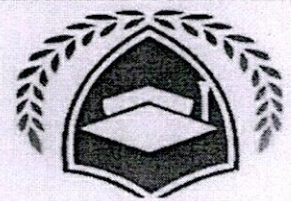
The feedback analysis for the Interns indicated that 76% of the students found the module distribution, structure, and objectives effective in achieving the learning objectives, while 24% were uncertain about the workload being manageable. Despite this, the overall learning environment was regarded as conducive, with sufficient resources readily available. Students expressed satisfaction with the organized and useful study materials, including notes and additional readings, and most reported progress in the modules.

On self-assessment, students mentioned that they actively engaged with the modules, crediting the teaching-learning methodologies for fostering active participation. All students agreed that the assessment methods were reasonable and the feedback provided was timely and helpful. Additionally, 100% of the students acknowledged that instructors were regular in their lectures and responsive to their concerns.

In practical sessions, half of the students found the materials useful, while nearly all agreed that demonstrators or tutors effectively addressed their issues during these sessions.

Action taken and outcome: For the interns the modules should be restructured to increase outreach activities.

Feedback analysis and action taken report for Interns



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Feedback analysis and action taken report for Alumni

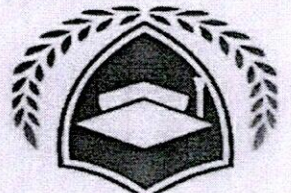
The feedback analysis for the alumni revealed that 84% of the students found the module distribution, structure, and objectives effective in achieving the learning objectives, while 16% were uncertain about the workload being manageable. Despite this, the overall learning environment was deemed conducive, with sufficient resources readily available. Students expressed satisfaction with the organized and useful study materials, including notes and additional readings, and most reported making progress in the modules.

All students acknowledged that instructors were regular in delivering lectures and responsive to their concerns. Regarding practical sessions, the majority of students found the materials useful, and nearly all stated that demonstrators or tutors effectively addressed their issues during these sessions.

Action taken and outcome: Restructuring of module practical and clinical hours to provide detailed and comprehensive clinical exposure to students.

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Feedback analysis and action taken report for PG students

All postgraduate students opined that the module distribution, structure and objectives were effective to attain the learning objectives. No students were uncertain about the pace of module and the workload distribution per module. Additionally, the overall environment was conducive to learning with sufficient resources available to the students. The students were satisfied with the material (notes/ additional reading) presented which they identified as organized and useful. Almost all students stated that the methods of assessment were reasonable and also deemed the feedback on assessment was timely and helpful. All students (100%) acknowledged the instructors/teachers being regular for lectures and responsive to student's problems. Regarding the practical sessions for the PG students, the students felt the material for practical sessions was useful with almost 100% stating the demonstrator/tutor dealt effectively with all their problems during these sessions. On self-assessment, the students mentioned they actively got involved in the modules and made progress as the teaching-learning methodologies used by the faculty promoted active participation.

Action taken and outcome: Restructuring of module workload for postgraduate students to include research based learning.

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