



DR. G.D.POL FOUNDATION

Y.M.T. DENTAL COLLEGE AND HOSPITAL

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NRICHING MINDS, EMPOWERING FUTURE

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

80% of the students opined that the module distribution, structure and objectives were effective to attain the learning objectives. A few students were uncertain about the pace of module and the workload distribution per module. However, 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. 78% of the children stated that the methods of assessment were reasonable and 39% 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 1st B.D.S students, half 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 students with improvement in classroom facilities.

M.J. Vandebar

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

86% of the students opined that the module objectives were clear and the workload was manageable. A few students were uncertain about the pace of module and the workload distribution per module. However, 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. 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.

88% of the students stated that the methods of assessment were reasonable and 81% deemed the feedback on assessment was timely and helpful. 88% students acknowledged the instructors/teachers being regular for lectures and responsive to student's problems.

Regarding the practical sessions for the 2nd B.D.S students, 82% 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.

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

86% of the students opined that the module distribution, structure and objectives were effective to attain the learning objectives. 10% students were uncertain about the pace of module and the workload distribution per module. However, the students agreed that 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. 92% of the students stated that the methods of assessment were reasonable and 86% deemed the feedback on assessment was timely and helpful. Majority of the students also stated that the module material was well organized and well presented. Almost all students (100%) acknowledged the instructors/teachers being regular for lectures and responsive to student's problems.

Regarding the practical sessions for the 3rd B.D.S students, majority of the students felt the material for practical sessions was useful with almost all stating that 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 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

74% of the students opined that the module distribution, structure and objectives were effective to attain the learning objectives. A few students were uncertain about the pace of module and the workload distribution per module. 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.

The overall environment was conducive to learning with sufficient resources available to the students based on the feedback received. The students were satisfied with the material (notes/ additional reading) presented which they identified as organized and useful. 70% of the children stated that the methods of assessment were reasonable and most students deemed the feedback on assessment was timely and helpful. All students acknowledged the instructors/teachers being regular for lectures and responsive to student's problems.

Regarding the practical sessions for the 4th B.D.S students, few 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.

Action taken and outcome:

Modifying the module workload for students to increase clinical posting timings.

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Feedback analysis and action taken report for Interns

76% of the students opined that the module distribution, structure and objectives were effective to attain the learning objectives. 24% were uncertain about the workload of the module being manageable. However, 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 they made progress in the modules.

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.

All students stated that the methods of assessment were reasonable and 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 Interns, half 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.

Action taken and outcome:

For the interns the modules should be restructured to increase outreach activities.

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Feedback analysis and action taken report for Alumni

84% of the students opined that the module distribution, structure and objectives were effective to attain the learning objectives. 16% were uncertain about the workload of the module being manageable. However, 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 they made progress in the modules. All students acknowledged the instructors/teachers being regular for lectures and responsive to student's problems. Regarding the practical sessions for the alumni, majority of the students felt the material for practical sessions was useful with almost all stating that the demonstrator/tutor dealt effectively with all their problems 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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