SEEMA DENTAL COLLEGE & HOSPITAL

VEERBHADRA ROAD, RISHIKESH-249203

Extract of minutes of Meeting pertaining to feedback

A meeting of college academic council was held on 25/06/2024 at 02.30 pm in college council room.

The academic council reviewed the feedback analysis and has recommended actions to be taken by the HOI.

Note- The feedback analysis report suggested recommended actions to be taken are attached in the annexure 1.

FEEDBACK ANALYSIS OF STAKEHOLDER & ACTION TAKEN REPORT

Student feedback, analysis and action taken report:

BDS:

The feedback from students for 2024 [2023 -] indicates a generally positive perception of the BDS curriculum and teaching methods across different years of study. The majority of respondents were BDS I Year students (28.2%), followed by BDS IV Year (25.4%), BDS III Year (18.0%), BDS II Year (16.9%), and Interns (11.6%). Most students agreed or strongly agreed that the goals and objectives of the curriculum were clear (84.9%), the workload was manageable (64.4%), and the curriculum was well-organized (78.2%). Satisfaction with attendance was reported by 80.9%, and 91.5% felt they participated actively in classes. A significant number believed they made good progress (74.3%) and found the learning environment and teaching methods excellent (71.5%). The subjects were well-structured (79.9%), and teaching methods encouraged active participation (77.1%). The learning materials and resources were considered relevant and adequate by 84.1% and the course stimulated interest in the subject area (84.2%). Teaching was timely and appropriate (81.0%), ideas were clearly presented (80.0%), and assessments were deemed reasonable and robust (79.6%) with timely results (85.2%). Faculty responsiveness was rated positively (80.6%), and their regularity was affirmed by 88.0% of students.

Necessary actions were also taken for students who disagreed or strongly disagreed or were uncertain in the feedback analysis as below:

Sr. No.	SUGGESTIONS-FEEDBACK	ACTION TAKEN
1.	The goals and objectives of the BDS/MDS were clear	• Orientation seminars and career oriented programmes were organised for the students in BDS I year itself
2.	The workload of the BDS curriculum was manageable	• The faculty mentors have been instructed by the principal to take care of their mentees (students) to solve their academic problems so that their academic stress can be reduced to manage the workload of BDS curriculum. Especially the BDS IV year students are given extra posting to complete their clinical quota work.
3.	The BDS curriculum was well organised (e.g. timely access to materials, notification of changes, etc.)	• Notification system to be strengthened at level of students to increase their access of information • Notices should contain anti-ragging posters • Emergency contact numbers and fire contact numbers should be displayed. First aid box should be available all the time.
4.	You are satisfied with your own attendance during the course of study	• LMS software is being used to record daily attendance of students which is being delivered to their parents on a daily basis. • Feedback mechanism between parents and institution should be enhanced

5.	I participated actively in the theory classes and practicals/clinics	• Students were asked the reason for not actively attending classes and practicals/clinics and were counselled for the same. • Students mentors were contacted to discuss the mentees problems and were asked to sort. • Remedial classes, Extra-classes, Group discussions, projects and additional activities were arranged for them
6.	I think I have made good progress in BDS course	• Slow learners were identified from all batches and remedial classes, extra-classes, group discussions, projects and additional activities were arranged for them. • Periodic tests were also conducted timely to assess the performance of graduates • Clinical end- posting vivas are also conducted for the students for their assessment
7.	The learning environment and teaching methods are excellent in the institution	• Students will be asked about teaching methods which they want to incorporate by conduct of CR meeting of respective batches • Students will be engaged in interesting learning methods through conducting quizzes, pedagogy competitions, debate competitions, poster and paper competitions, etc.
8.	I think the subjects were well structured to achieve the learning outcomes (there was a good balance of lectures, tutorials, practical etc.)	• Lesson plans have been introduced at the beginning of academic year itself keeping in mind not to make it monotonous by keeping a good balance between lectures and practicals/clinics and also a good balance between medical and dental subjects
9.	The learning and teaching methods encouraged the active participation in theory classes and practicals/clinics	• Students will be engaged in interesting learning methods through conducting quizzes, pedagogy competitions, debate competitions, poster and paper competitions, seminars, etc. • Students will also be engaged through additional academic activities like CDEs, Hands-on workshops, value-added courses, add-on courses, etc
10.	The overall environment in the classroom and practicals/clinics was conducive for learning the subject.	• Faculty feedback will be taken from students • Faculties will be motivated for innovating the lectures and will also be motivated to keep changing their lecture styles and take interactive lectures
11.	Learning materials (Lesson Plans, Subject Notes, PPT material, etc.) were relevant and useful	• LMS software has already been launched in college which will provide all kinds of learning materials for students • Annual/Biannual preparation of lesson plan at the start of academic year
12.	Recommended reading books, journals, etc. were relevant and appropriate	• Students are motivated to visit library which has many reference books • Besides library, KOHA software has also been introduced for students which provides e-content to students 24*7

13.	The provision of learning resources in the library was adequate and appropriate	• Besides the main books, library provides many reference books for all the subjects for students • KOHA software has also been introduced for students which provides e-content to students 24*7 • Library timings are also increased which is 8.00 am to 10.00 pm for all students, both residing outside and inside the college campus
14.	The BDS/MDS course stimulated my interest and thought on the concerned subject area	• Students will be engaged through additional academic activities like CDEs, Hands-on workshops, value-added courses, add-on courses, etc
15.	The time bound teaching in BDS/MDS course was appropriate	• Additional classes for students are being organised like group discussions, remedial classes, projects, personal interactions with students, etc.
16.	Ideas and concepts were presented clearly in classroom and practicals/clinics	• Faculties were motivated to use ICT enabled tools to make learning not just interesting but also clear understanding for students Example – Use of LCD screens in labs for demonstration to avoid hassle and permit clear understanding for students • Doubt sessions will also be organised for students
17.	The methods of assessment/ internal assessment examination was reasonable and robust	• Incorporated OSCE, Periodic test, question solving sessions for students
18.	The results of assessment/ internal assessment examination were declared timely	• Results are declared within 7 days of finishing of practical exams • Answer copies are shown to students timely and those who are absent will be allotted time for the same
19.	Feedback of concerned faculty on your performance in assessment/internal assessment examination was timely and helpful -	• Timely meetings of mentor-mentee have been planned and reports are maintained.
20.	I understood the lectures and demonstrations	• Faculties were motivated to use ICT enabled tools to make learning not just interesting but also allow clear understanding for students Example – Use of LCD screens in labs for demonstration to avoid hassle and permit clear understanding for students • Doubt sessions will also be organised for students • Additional classes for students are being organised like group discussions, remedial classes, projects, personal interactions with students, etc.
21.	The teaching material was well organised and presented	• Students are motivated to use LMS software which will provide teaching material • Annual/Biannual preparation of lesson plan at the start of academic year

22.	The faculty were responsive to student's academic needs and problems	• Faculty mentors were instructed to discuss the mentees (students) problems and were asked to solve their academic problems. • Timely meetings of mentor-mentee have been planned and reports are maintained. • Additional classes for students are being organised like personal interactions with students, group discussions, remedial classes, etc. pertaining to each student's academic needs
23.	Had the faculty been regular throughout the classes?	• Faculty record is maintained for individual lectures/labs

Overall, the feedback highlights a strong endorsement of the BDS program's structure, teaching quality, and faculty engagement.

MDS:

The post-graduate student feedback analysis, based on responses from 60 students, shows that 19 (31.7%) are in MDS I Year, 23(38.3%) in MDS II Year, and 18 (30.0%) in MDS III Year. Key feedback includes that 44 students (73.3%) agreed and 12 (20.0%) strongly agreed that the goals and objectives of the MDS curriculum were clear. The workload was considered manageable by 42 students (70.0%). The curriculum's organization was rated positively by 39 students (65.0%) who agreed and 12 (20.0%) who strongly agreed. All respondents were satisfied with their attendance, with 34 (56.7%) agreeing and 26 (43.3%) strongly agreeing. However, only 34 (56.7%) participated actively in theory classes and practicals. A majority of students, 45 (75.0%), found the learning environment and teaching methods excellent, and 45 (75.0%) also agreed that subjects were well-structured to achieve learning outcomes. Learning materials were deemed relevant by 41 students (68.3%). The library resources were rated adequate by 41 (68.3%), and the course stimulated interest for 43 students (71.7%). The time-bound teaching was appropriate for 47 students (78.3%). Feedback on assessment was timely for 44 students (73.3%), and 47 (78.3%) understood the lectures and demonstrations. Faculty responsiveness to academic needs was agreed upon by 43 students (71.7%), and 42 (70.0%) affirmed faculty regularity in classes.

Necessary actions were also taken for students who noticeably showed disagreement, strong disagreement or were uncertain in the feedback analysis as below:

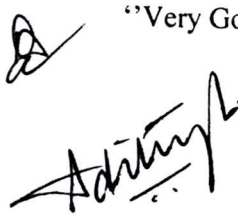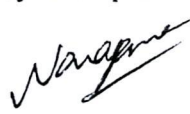| Sr.No.	SUGGESTIONS-FEEDBACK	ACTION TAKEN
1.	The workload of the MDS curriculum was manageable	• Workload of students has been managed by their academic and clinical workload by conducting seminar and journal clubs at regular intervals so they can maintain balance between academics and clinics. • Organizing stress relieving sessions and seminars and consultation with psychologists • Consultation with the concerned faculties in order to solve their doubts. Whatsapp groups have been created for PGs where they can contact faculty heads and can resolve
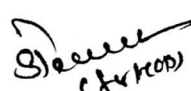
		their issues. And notifications are sent to the groups, to make them aware about the current issues.
2.	The MDS curriculum was well organised (e.g. timely access to materials, notification of changes,etc.)	• Access has been provided to students (PGs) for all journals and question papers of different universities. Last 10 year question papers are available in the library for proper utilization of resources available. • Online free access has been provided by the institution to international journals and e-books. • College has also purchased journals of different specialities to provide knowledge to students.
3.	Learning materials (lesson plans, subject notes, PPT materials, etc.) were relevant and useful	• College conducts departmental seminars to make the PGs learn and revise the topics. • Timely tests and discussions are also being conducted to enhance academic performance. • In each year an internal exam is being conducted for PGs in order to train them for main professional exams. • Conduction of quarterly tests and viva in order to assess the performance.
4.	The methods of assessment/ internal assessment examination was reasonable and robust	• Annual exams are conducted for the PG students in order to prepare them for final university examinations. • Routine tests are also being conducted to assess their performance and progress.
5.	The results of assessment /internal assessment examination were declared timely	• After examination, within a week after practical examination the results are disclosed to PG students to analyze their progress

Faculty feedback and action taken report:

The faculty feedback analysis reveals that out of 63 respondents, the highest representation came from the departments of Conservative Dentistry and Endodontics (11, 17.5%), Prosthodontics and Crown and Bridge (10, 15.9%), and Orthodontics and Dentofacial Orthopaedics (8, 12.7%). In terms of designation, the largest groups were Tutors (19, 30.2%), Readers (15, 23.8%), and Professors (11, 17.5%), with an equal number of Professors & Heads (11, 17.5%). Regarding their responses to questions about the institution, 50 respondents (79.4%) rated the college infrastructure as & ''Very Good'' and 38 respondents (60.3%) gave the same rating for their departmental infrastructure. The ICT facilities in the lecture theatres were rated & ''Very Good'' by 35 respondents (55.6%), and the faculty residences, if applicable, were rated ''Very Good'' by 31 respondents (49.2%). Sports facilities like the gym, swimming pool, and badminton court were rated ''Very Good'' by 36 respondents (57.1%). The professional experience at their department was rated ''Very Good'' by 47 respondents (74.6%), and the overall workplace ambience and professional experience with respect to interdepartmental and administrative interactions were rated ''Very Good'' by 44 respondents (69.8%).

Necessary actions were taken or suggested for faculties who were satisfied but rated 1 or 2 in the feedback:

Sr.No.	SUGGESTIONS-FEEDBACK	ACTION TAKEN
1.	How would you rate ICT facilities available in lecture theatre?	• In future, the college is planning to indulge new technological tools that will help the faculty.
2.	How would you rate your faculty residence if applicable	• Faculties will be asked and necessary possible changes will be done
3.	How would you rate sport facilities like gym, swimming pool, badminton court available in college?	• All facilities have been provided which will be improvised timely
4.	Give your valuable suggestions for improving the student centric teaching methodologies and for modification in UG and PG academic curriculum, if any required. Responses which need action to be taken- 1. Inter-institutional peripheral postings for PGs should be encouraged for every department. 2. a. Central heating system needed b. Wooden partition should be placed/ installed instead of fiber frame in clinics c. Desktop for faculties to do clerikal work 3. Lecture halls should be quipped with smart boards and collar mic and pointer facilities are must in every lecture hall...every department should be well equipped with latest computer and a dedicated staff for paper work and NAAC related work. 4. Teaching should be more focussed on clinical aspect 5. Regular class tests should be included in UG. 6. The presence of senior doctor is necessary while pg is working. 7. More of discussion sessions	• Extreme measures in terms of infrastructure as mentioned are not doable to an extent. The feedback has been understood and certain measures that are attainable have been clearly demarcated. These suggestions shall be introspected and efficiently carried out to improve student centric teaching methodologies in the larger perspective.

	8.	Small group teaching metholody should be inculcated for UGs , daily 1 hr minimum library hour should be made mandatory for all PGs	

Alumni feedback and action taken report:

The alumni feedback analysis shows that out of 181 students, 33 (18.2%) secured their first job through campus placement, while 148 (81.8%) did so through self-effort. The college campus environment received a unanimous "Excellent" rating from all 181 students (100%). The quality of curricular alumni, teaching standards, lab training, student amenities, and the assessment and examination system were rated "Very Good" by 118 students (65.2%) and "Excellent" by 63 students (34.8%). Both the teachers and the institution were rated "Very Good" by 151 students (83.4%) and "Excellent" by 30 students (16.6%). Similarly, the public perception of the institution and the university's placement efforts garnered the same ratings. The outcome of the program, course outcome, relevance of employment needs in learning outcomes, and emphasis on communication skills and skill development in the curriculum were rated "Very Good" by 92 students (50.8%) and "Excellent" by 59 students (32.6%), with 30 students (16.6%) rating these as "Good." The emphasis on human values, ethics, and professionalism was rated "Very Good" by 151 students (83.4%) and "Excellent" by 30 students (16.6%). The teaching/learning methods proposed in the curriculum, innovative teaching/learning methods used, opportunities for integrated learning, clarity of assessment description, and weightage of internal assessment were unanimously rated "Very Good" by all 181 students (100%).

Doable necessary actions were taken in the institute as noticeably observed in the feedback form by alumni :

Sr.No.	SUGGESTIONS- FEEDBACK	ACTION TAKEN
1.	First job	• Career guidance programs will be organized • More emphasis on organizing placement cell for improving job opportunities and clinical management.
2.	The college campus environment	• Activities pertaining to extracurricular and holistic development should be promoted and encouraged.
3.	Rate the teaching standards	• Modern facilities like LMS software for students have been introduced where faculties will upload teaching materials will be available for students. • Faculties are motivated to use ICT enabled tools to make learning not

		just interesting but also allow clear understanding for students Example – Use of LCD screens in labs for demonstration to avoid hassle and permit clear understanding for students • Doubt sessions will also be organised for students • Additional classes for students are being organised like group discussions, remedial classes, projects, personal interactions with students, etc.
4.	Quality of lab training	• Faculties are motivated to use ICT enabled tools to make learning not just interesting but also allow clear understanding for students Example – Use of LCD screens in labs for demonstration to avoid hassle and permit clear understanding for students • Conduct of OSCEs, vivas and preclinical competitions in labs
5.	Student amenities	• Student amenities have been modified from time to time to allow updation in their knowledge and skills For example- KOHA software for providing e-library to students, LMS software to provide learning materials to students, Appraisal forms for MDS, etc.
6.	Assesment and Examination System	• Incorporated OSCE, Periodic test, question solving sessions for students • Results are declared within 7 days of finishing of practical exams • Answer copies are shown to students timely and those who are absent will be allotted time for the same • Revision classes, doubt solving sessions, group discussions post-examination have been incorporated • Appraisal forms for MDS for assessing their work
7.	How would you rate the teachers	• Taking surveys from students from time to time • Faculties will be motivated for innovating the lectures and will also be motivated to keep changing their lecture styles and take interactive lectures • Faculties will be motivated to take multiple demonstrations to allow faster and easier learning for students
8.	Placement efforts of the university	•

9.	The program outcomes/ objectives are clearly stated	• Transperancy will be increased between planned operations and received outcomes as per DCI norms
10.	The course outcomes/objectives are clearly stated	• Formulation of comprehensive guidelines and protocols to illustrate specific learning and training outcomes along with precise objective to be attained as per DCI
11.	The learning outcomes are relevant to employment needs	• Training should be oriented in harmony with opportunities and objectives of future employment. • Enhancement of soft skills and clinical management should be ensured.
12.	There is adequate emphasis on communication skills in the cirriculum	• Students are motivated to attend various additional academic activities like National and International Conferences to improve their communication skills within their fraternity • Also motivated to attend camps in different rural and urban areas to improve their soft skills with patients
13.	There is adequate emphasis on skill development in the curriculum	• Students are motivated to attend various additional academic activities like National and International Conferences, CDEs, Hands-on workshops, value-added courses, add-on courses, etc. to improve their skills
14.	There is adequate emphasis on human values, ethics and professionalism	• Sessions on ethical conduct professional values and empathy should be organized. • Values like resilience and optimism should be instilled in students.
15.	Innovative teaching- learning methods are used	• Modern facilities like LMS software for students have been introduced where faculties will upload teaching materials will be available for students. • Faculties are motivated to use ICT enabled tools to make learning not just interesting but also allow clear understanding for students
16.	The curriculum provide opportunities for integrated learning	• Integrated learning are promoted by organizing panel discussions, team oriented clinical sessions, debate competitions, quizzes, etc. • Interdepartmental case report discussions and integrated seminars are already incorporated for integrated learning of MDS students.