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AL-AZHAR DENTAL COLLEGE

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1.4.1 Feedback on curricula and syllabi obtained from stakeholders is processed in terms of A) Feedback collected, analysed and action taken on feedback besides such documents made available on the institutional website.

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CERTIFICATE OF THE HEAD OF THE INSTITUTION



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DR HARVEY THOMAS, MDS

PRINCIPAL

TO WHOMSOEVER IT MAY CONCERN

This is to certify that the all the attached documents are verified and true to the best of my knowledge.

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STAKEHOLDER FEEDBACK ANALYSIS



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STUDENTS FEEDBACK ANALYSIS



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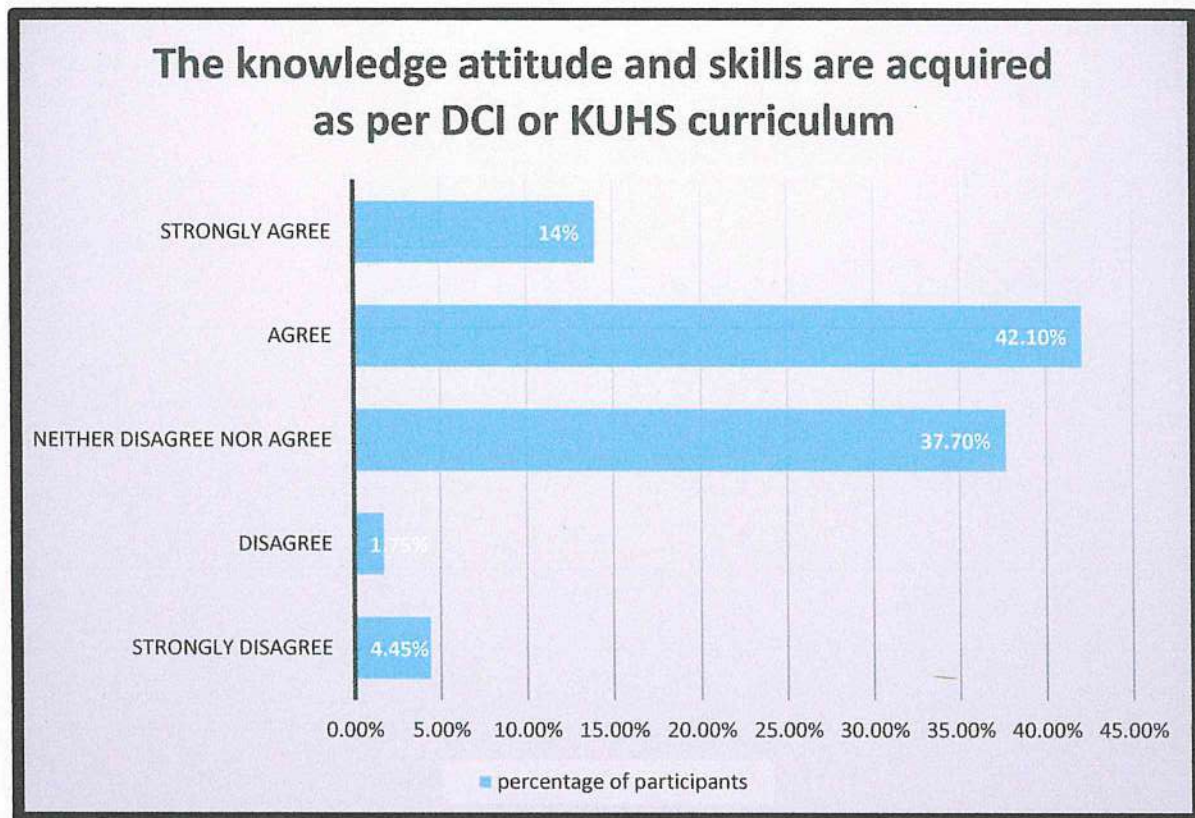
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STUDENT FEEDBACK ANALYSIS



On asked if the knowledge attitude and skills are acquired as per DCI or KUHS curriculum, 42.1% agreed, 37.7% neither disagreed nor agreed, 14% strongly agreed, 4.45% strongly disagreed and 1.75% disagreed.



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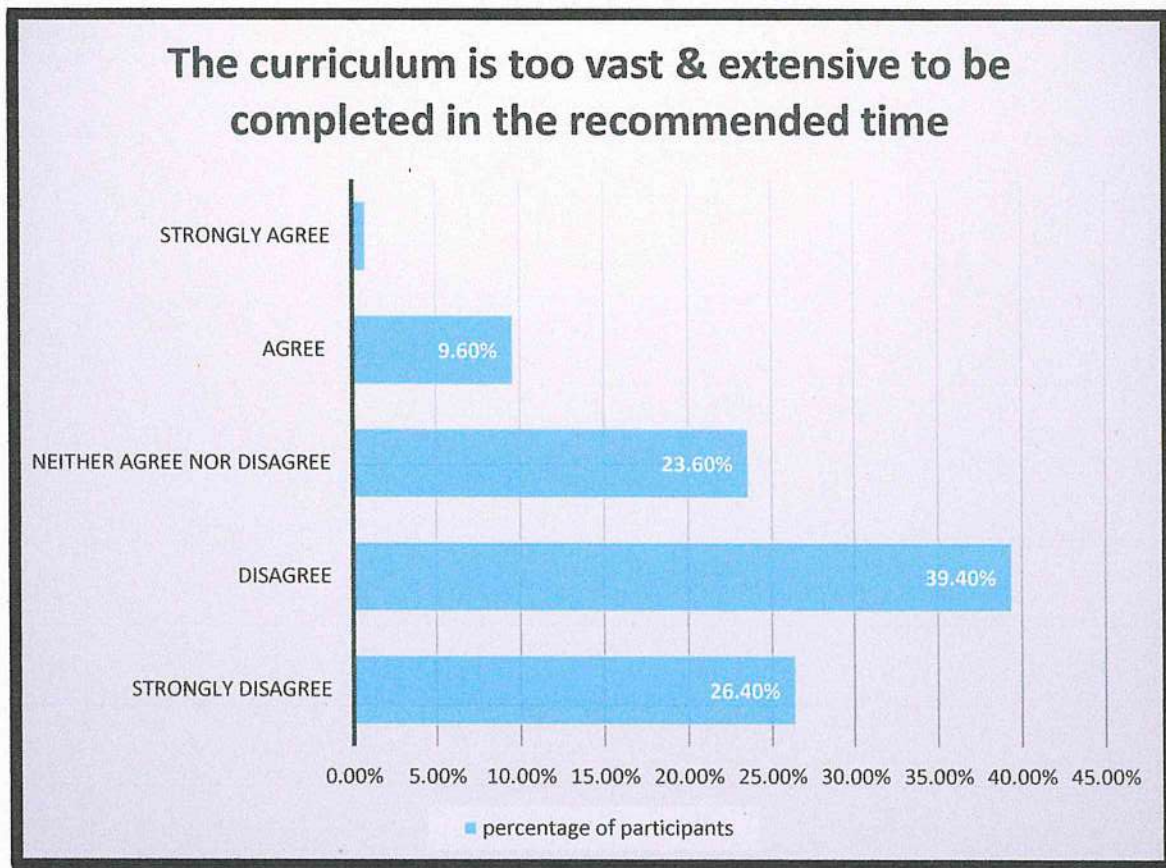
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On the question, if the curriculum is too vast & extensive to be completed in the recommended time, 39.4% disagreed, 26.4% strongly disagreed, 23.6% neither agreed nor disagreed, 9.6% agreed and 1% strongly agreed.



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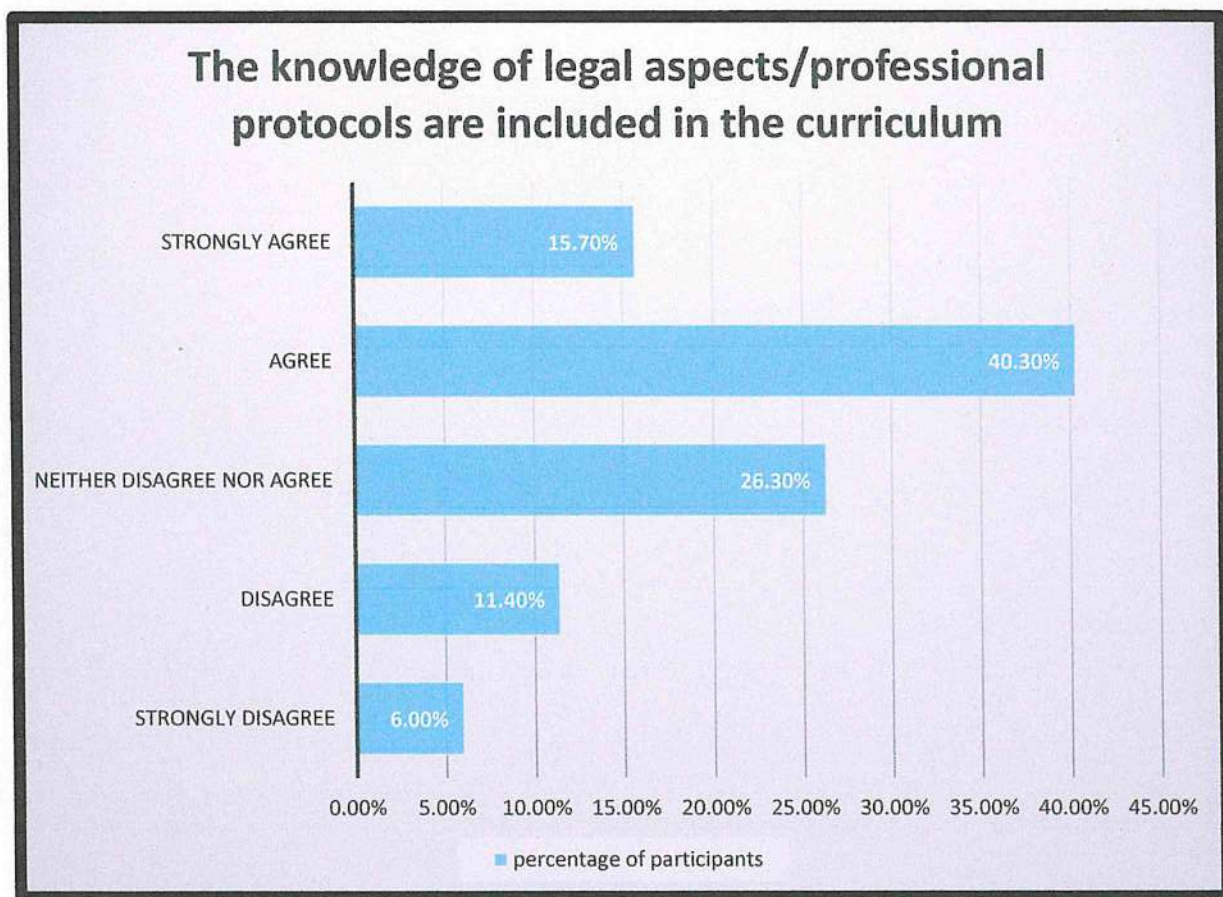
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On asked if the knowledge of legal aspects/professional protocols are included in the curriculum, 40.3% agreed, 26.3% neither disagreed not agreed, 16% strongly agreed, 11.4% disagreed and 6% strongly disagreed.

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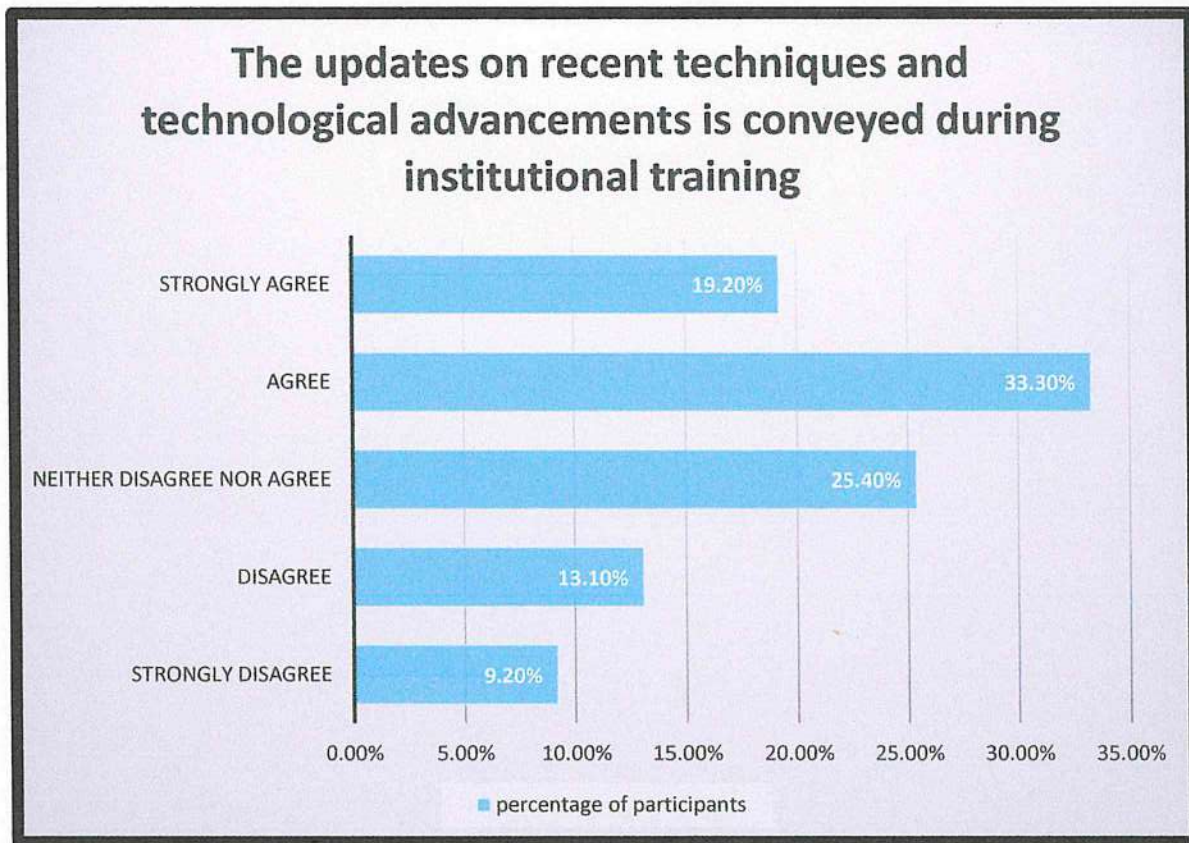
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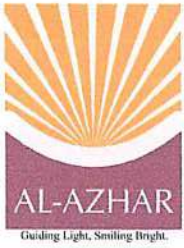
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On asked if the updates on recent techniques and technological advancements is conveyed during institutional training, 33.30% agreed, 25.40% neither agreed nor disagreed, 19% strongly agreed, 13.1% disagreed and 8.7% strongly disagreed.



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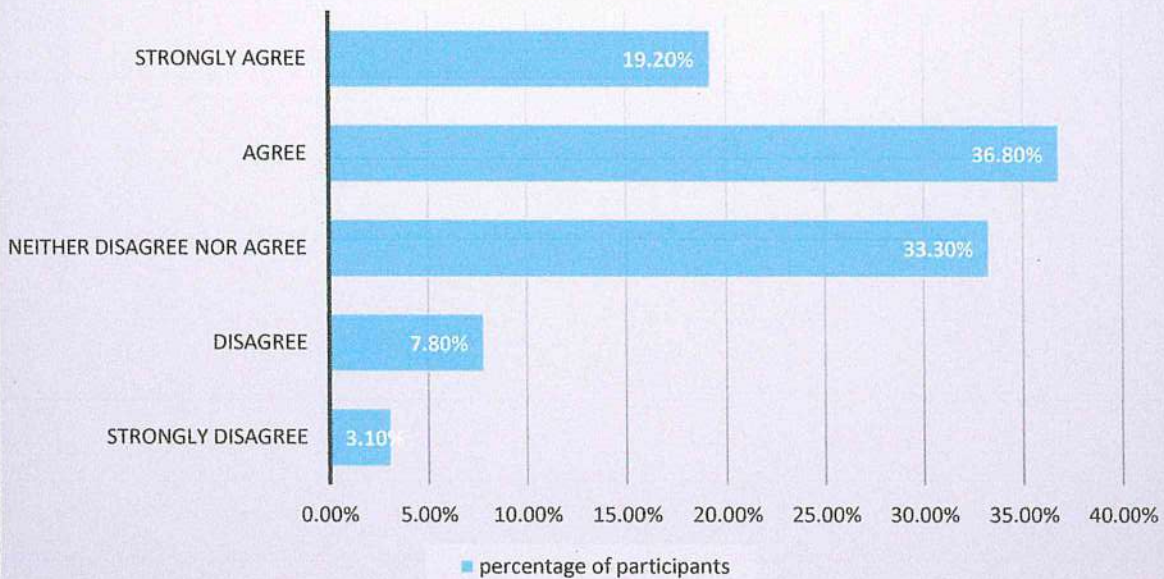
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Teaching/training in clinical/practical competence has developed confidence in competing with present global scenario



On asked if the Teaching/training in clinical/practical competence has developed confidence in competing with present global scenario, 36.8% agreed, 33.3% neither disagreed nor agreed, 19.2% strongly agreed, 7.8% disagreed and 2.6% strongly disagreed.



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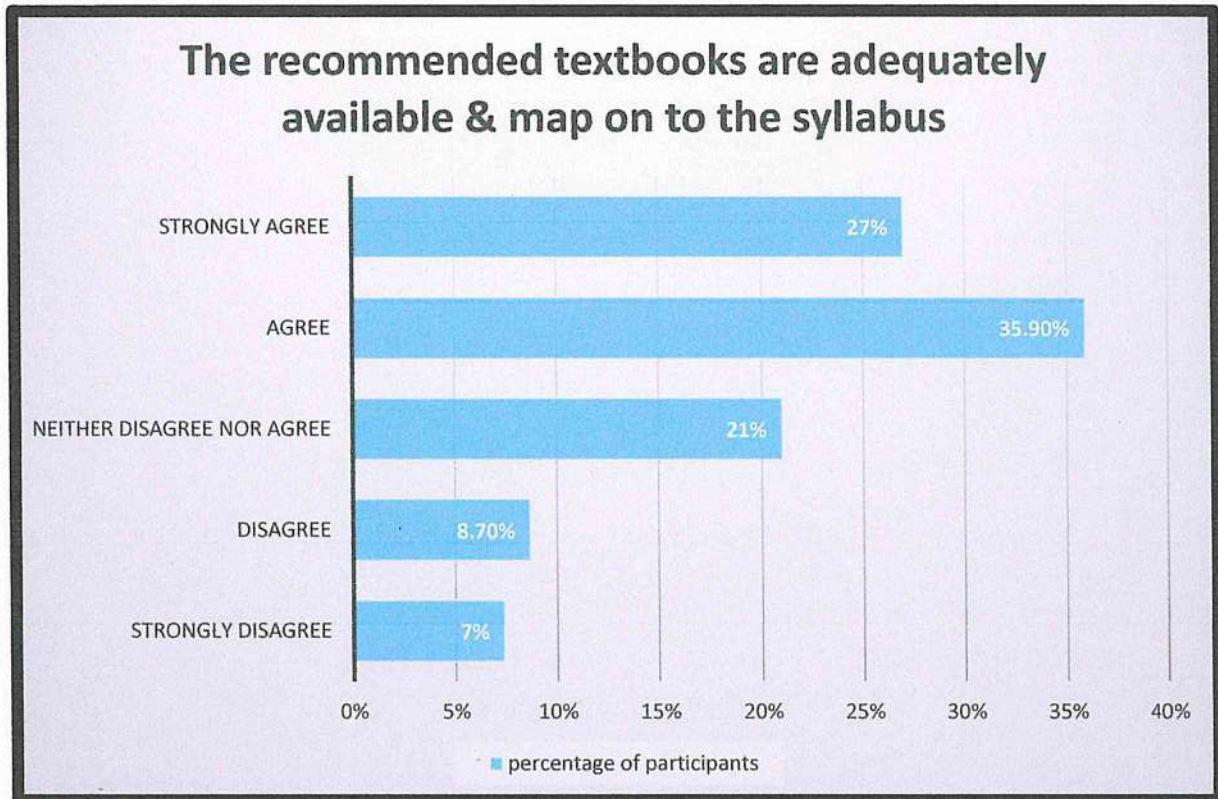
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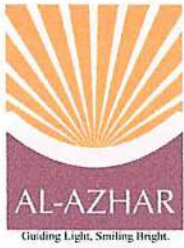
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On asked if the recommended textbooks are adequately available & map on to the syllabus, 35.9% agreed, 27% strongly agreed, 21% neither disagreed nor agreed, 8.7% disagreed and 7% strongly disagreed.



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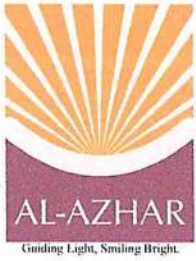
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INFERENCE

The outcomes illustrate a diverse range of perspectives regarding several key aspects of the curriculum and educational approach. While a significant proportion of respondents agree that the acquisition of knowledge, attitude, and skills aligns with the DCI or KUHS curriculum, there is a notable portion that holds a neutral stance. Similarly, opinions on the curriculum's extent being manageable within recommended timeframes vary widely, with disagreements and strong disagreements being prevalent. The inclusion of legal aspects and professional protocols in the curriculum received mixed feedback, reflecting both agreement and disagreement among respondents. The conveyance of updates on recent techniques and technological advancements during institutional training showed a similar divergence of opinions, with both agreements and strong disagreements present. In terms of teaching/training in clinical/practical competence, while a substantial percentage agreed that it has instilled confidence for global competitiveness, a notable portion remained neutral. The availability and alignment of recommended textbooks with the syllabus garnered varied responses, including agreements, strong agreements, and strong disagreements. Overall, the survey highlights a range of viewpoints on the curriculum's alignment, coverage, practical training, and instructional materials, reflecting the complexity of educational preferences and needs within the surveyed group.



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FACULTY/TEACHER FEEDBACK ANALYSIS



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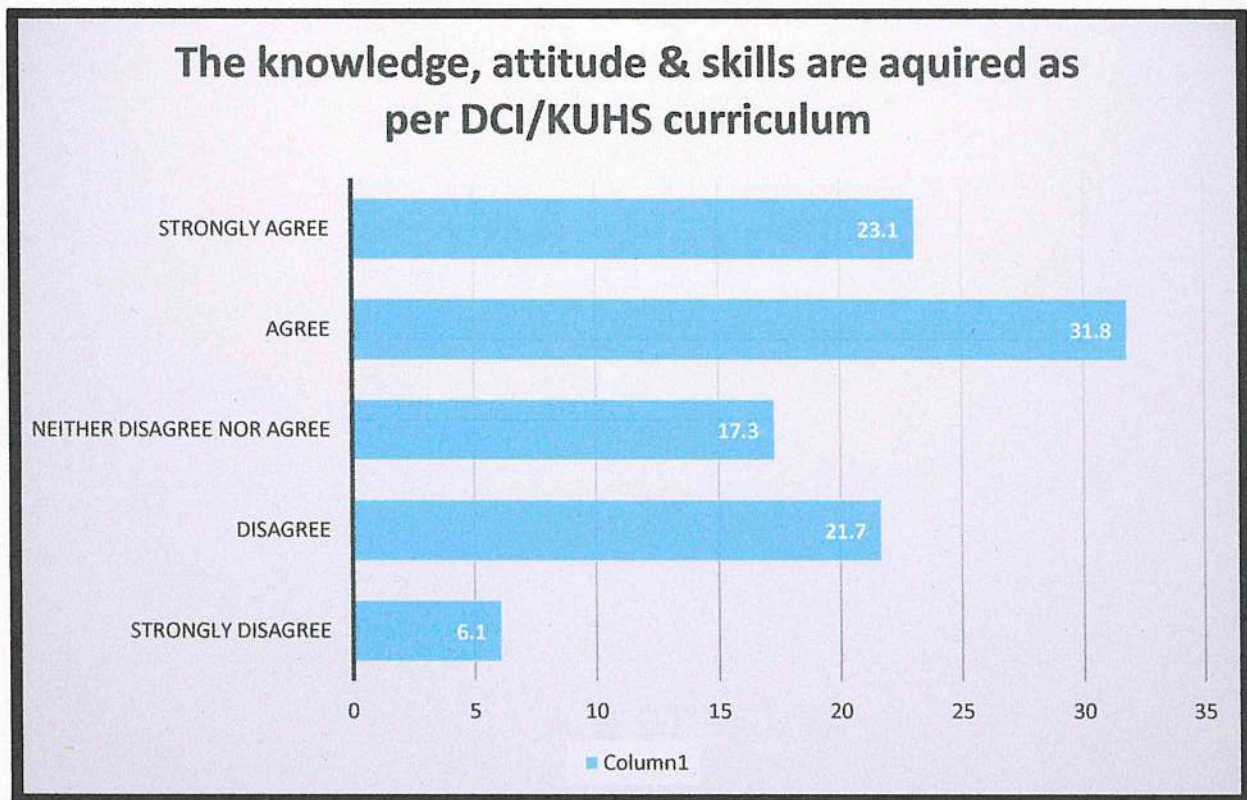
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FACULTY FEEDBACK ANALYSIS



On the question if the knowledge, attitude and skills are aquired as per DCI/KUHS, 31.8% agreed, 23.1% strongly agreed, 21.7% disagreed, 17.3% neither disagreed nor agreed and 6.1% strongly disagreed.




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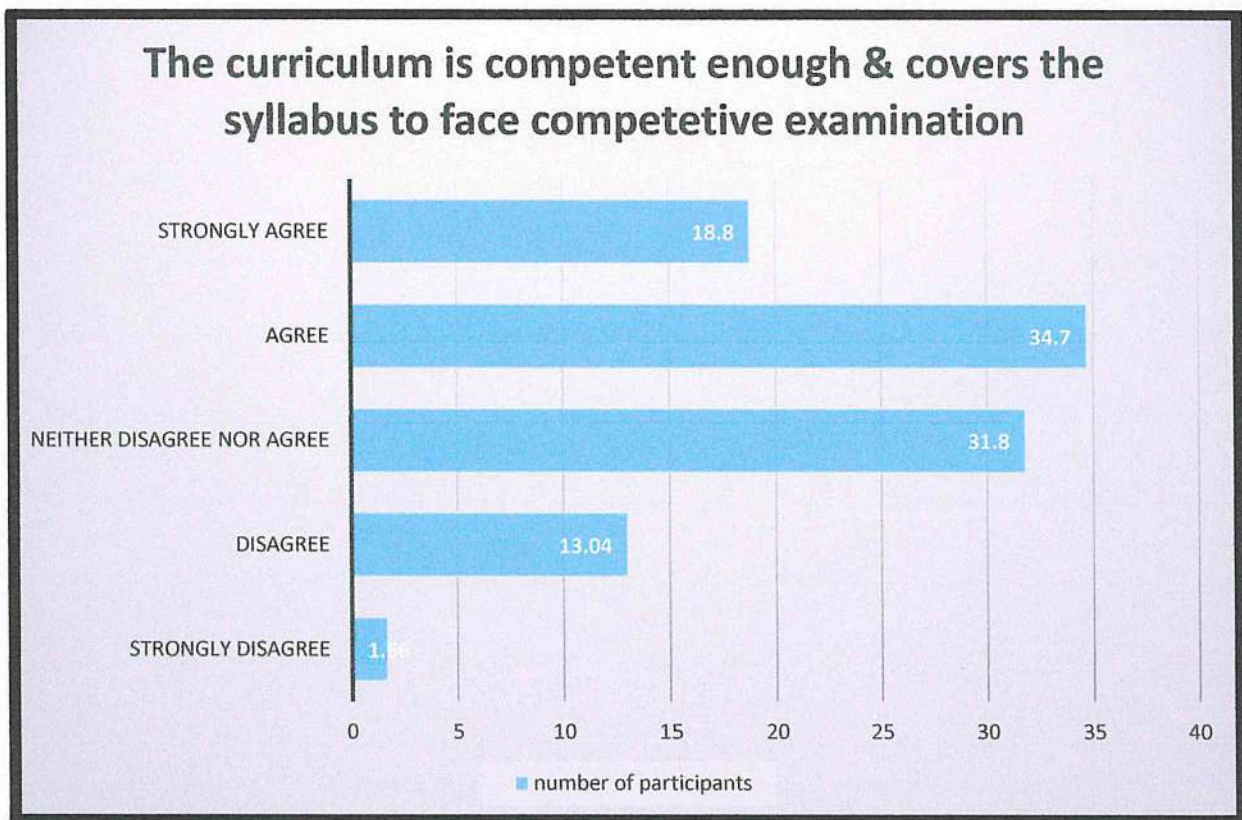
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For the question on whether the curriculum is competent enough and covers the syllabus to face competitive examination, 34.7% agreed, 31.8% neither disagreed nor agreed, 18.8% strongly agreed, 13.04% disagreed and 1.66% strongly agreed.




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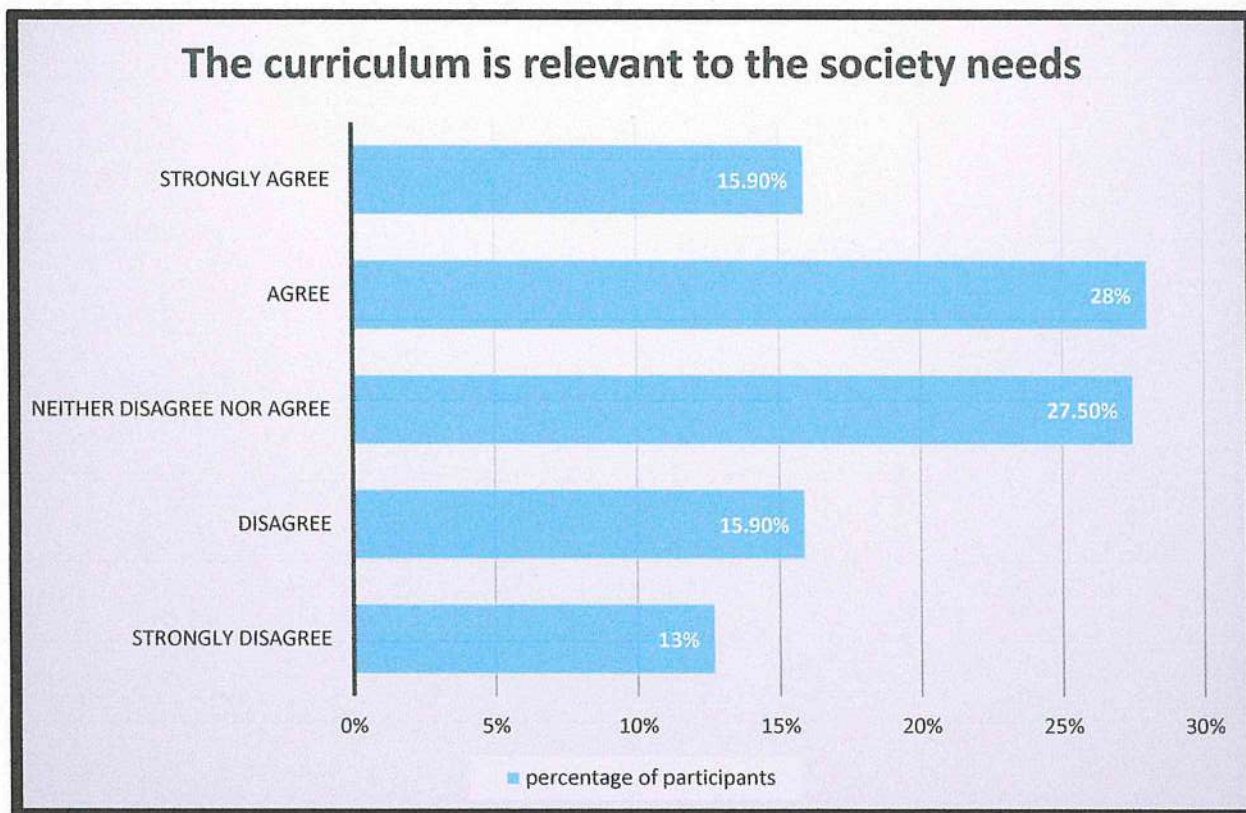
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On asking if the curriculum is relevant to the society needs, 28% agreed, 27.5% neither disagreed nor agreed and 15.90% each strongly agreed and disagreed and 12.7% strongly agreed.



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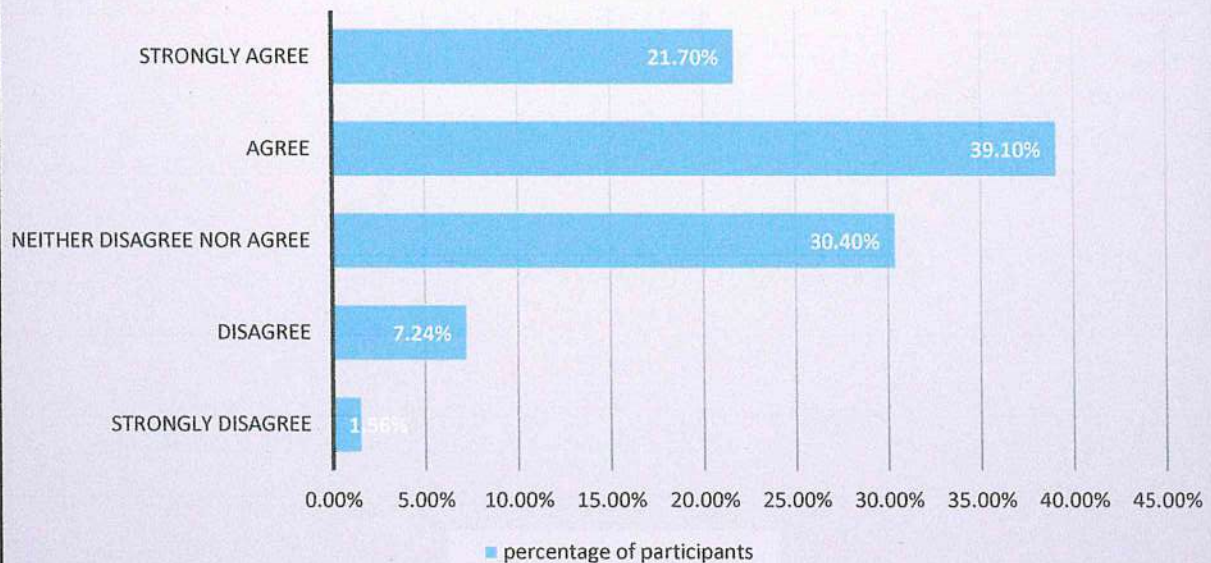
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The updates on recent techniques and technological advancements is conveyed during institutional training



For the question whether updates on recent techniques and technological advancements are conveyed during institutional training, 39.10% agreed, 30.40% neither disagreed nor agreed, 21.70% strongly agreed, 7.24% disagreed and 1.56% strongly disagreed.




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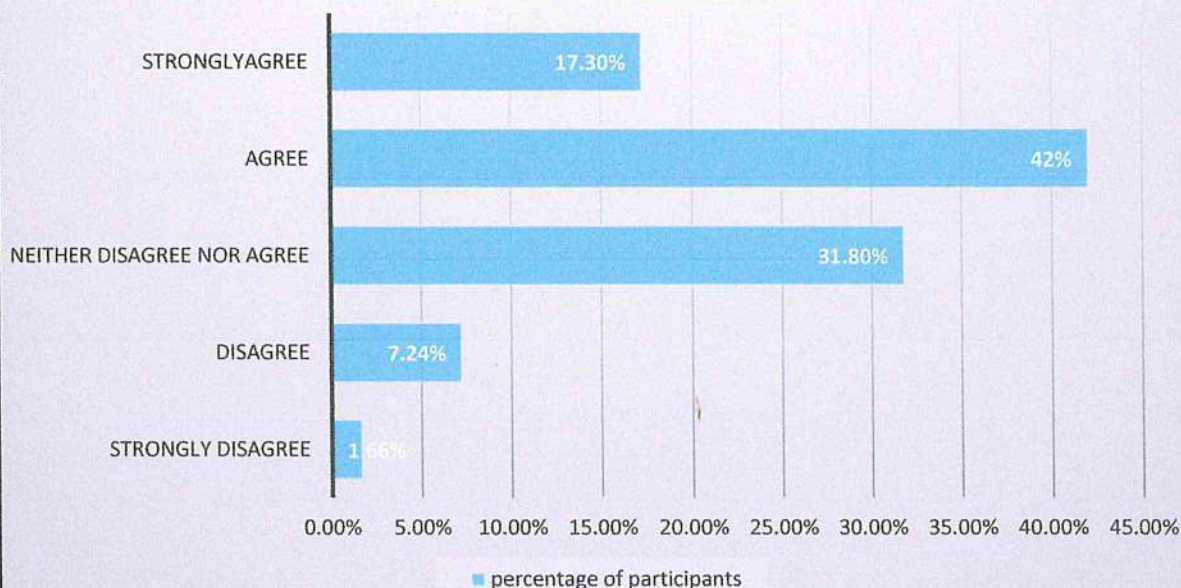
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Teaching/ training in clinical /practical competence is relevant to the present global scenario and sufficient in instilling confidence in students



On asked if Teaching/ training in clinical /practical competence is relevant to the present global scenario and sufficient in instilling confidence in students, 42% agreed, 31.8% neither disagreed not agreed, 17.30% strongly agreed, 7.24% disagreed and 1.66% strongly disagreed.




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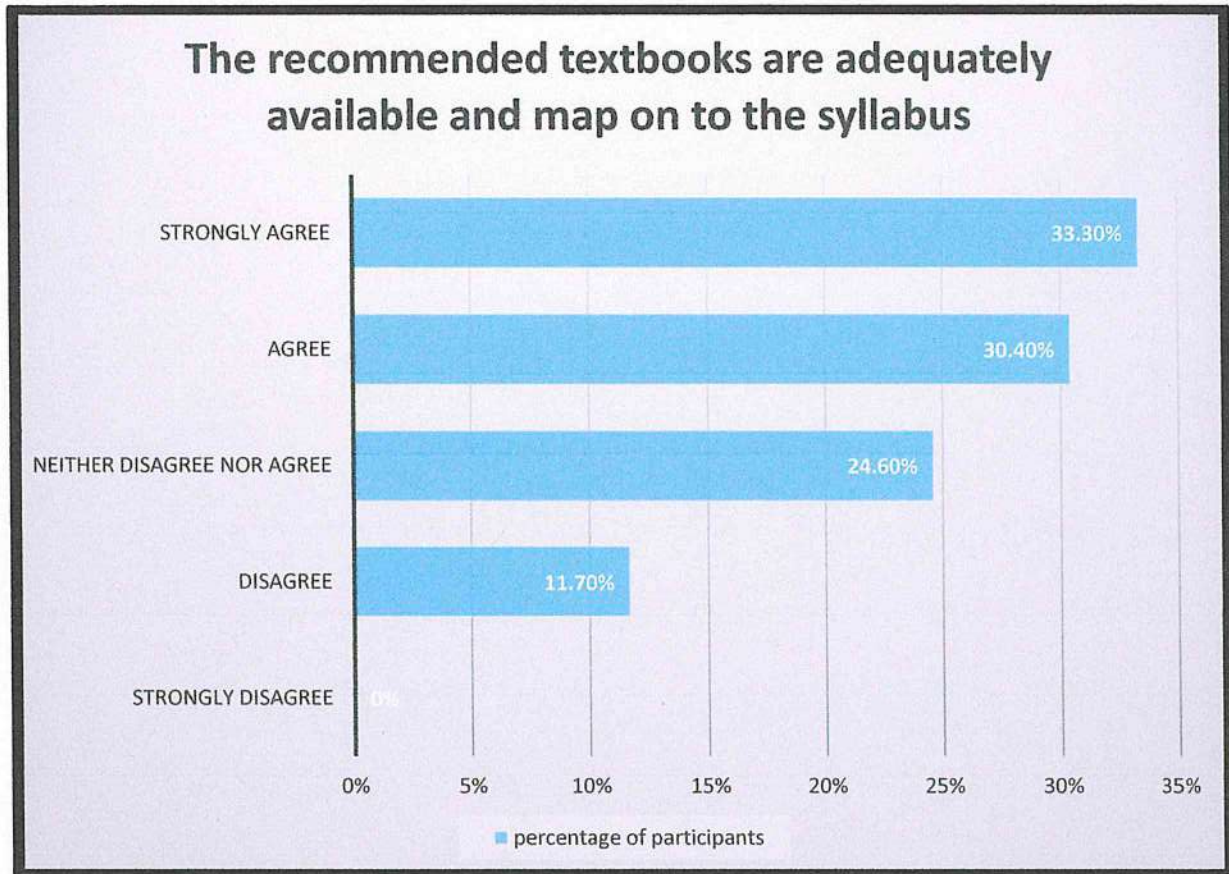
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On asked if the recommended textbooks are adequately available and map on to the syllabus, 33.30% strongly agreed, 30.40% agreed, 24.60% neither disagreed nor agreed and 11.60% disagreed.



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INFERENCE:

The outcomes reveal a mixed perspective among respondents regarding various aspects of the curriculum and educational delivery. While a notable percentage agreed that knowledge, attitude, and skills aligned with DCI/KUHS curriculum, a significant portion expressed disagreement. Similar divergence was observed in opinions about curriculum competence for competitive exams, with a considerable percentage neither agreeing nor disagreeing. The relevance of the curriculum to societal needs garnered mixed responses as well. However, there was agreement on the dissemination of recent techniques and technological advancements during training. Responses regarding clinical/practical competence and confidence-instilling teaching were somewhat positive. In terms of recommended textbooks aligning with the syllabus, a substantial percentage agreed, but a noteworthy portion disagreed. These results reflect a varied sentiment among respondents, suggesting the need for further exploration and refinement in certain curriculum and educational aspects.



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EMPLOYER FEEDBACK ANALYSIS



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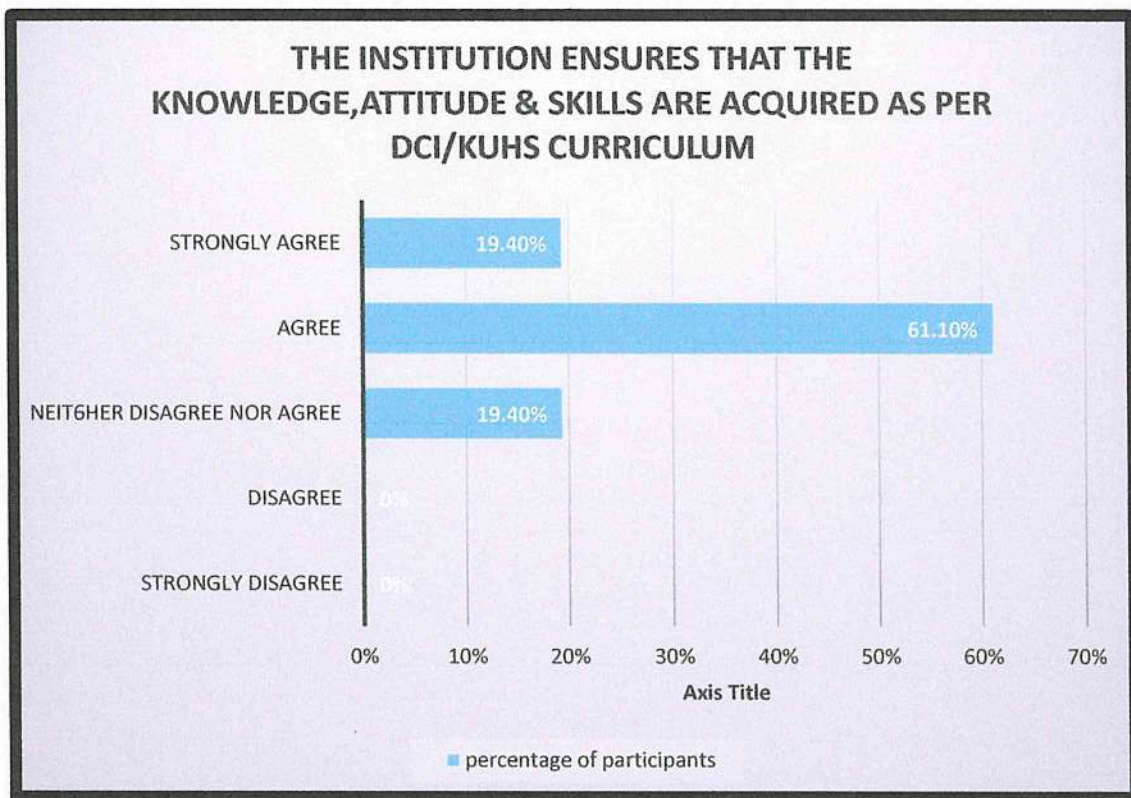
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EMPLOYER FEEDBACK ANALYSIS



For the question on whether the institution ensures that the knowledge, attitude and skills are acquired as per DCI/KUHS curriculum, 61.60% agreed, 19 % strongly agreed and 19.40% neither disagreed nor agreed.




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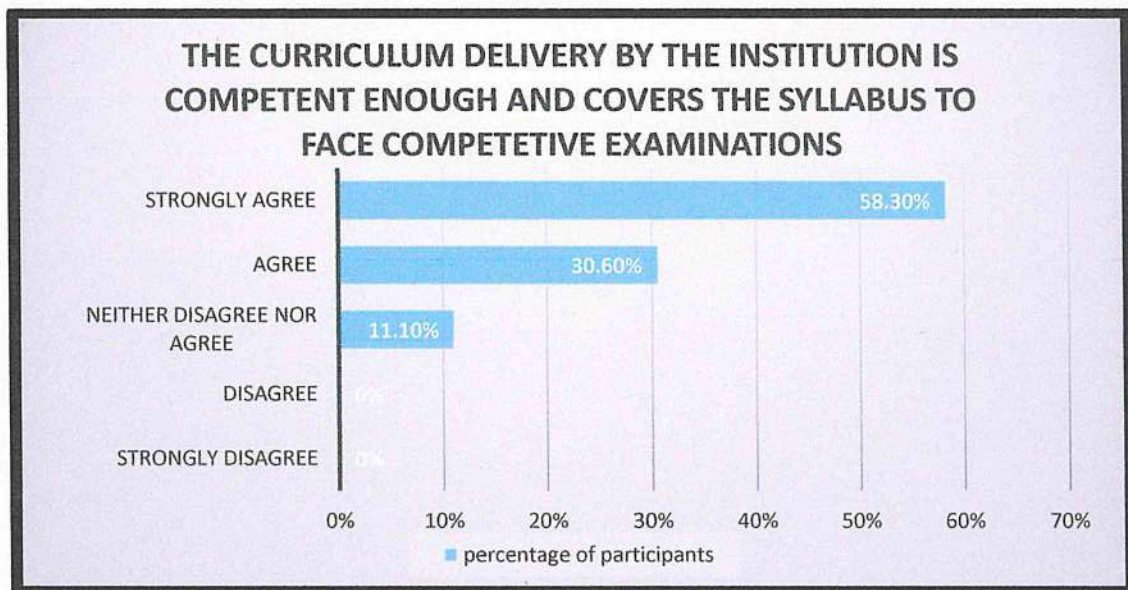
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On the question on whether the curriculum delivery by the institution is competent enough and covers the syllabus to face competitive examinations, 58.0% strongly agreed, 30.60% agreed and 11.40% neither disagreed nor agreed.



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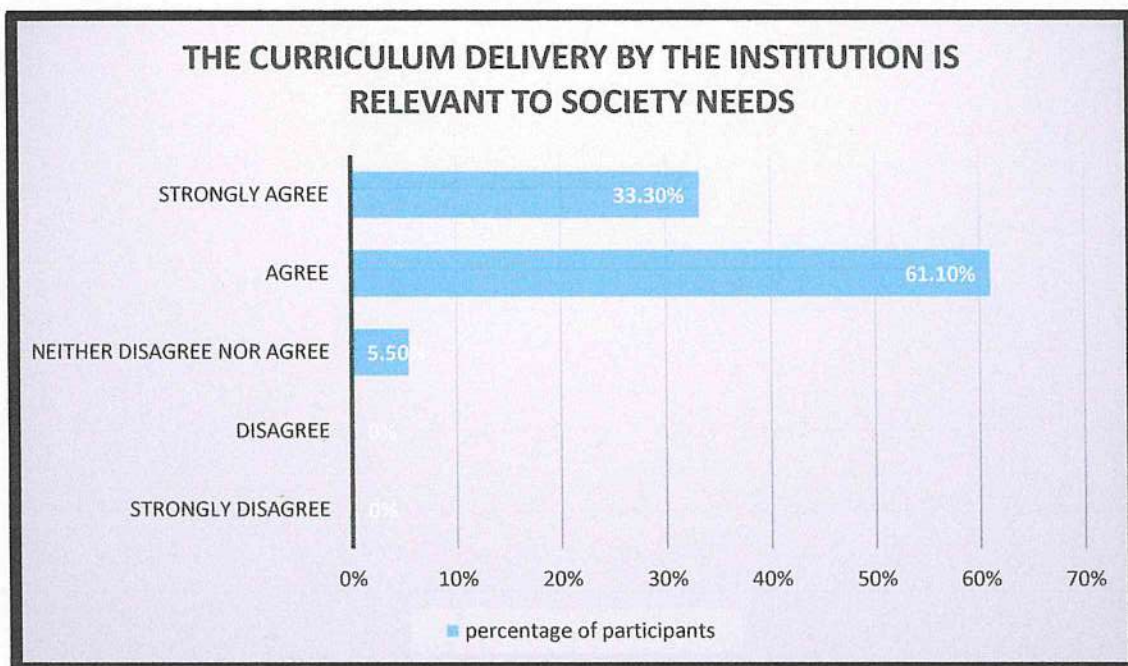
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For the question if the curriculum delivery by the institution is relevant to society needs, 61.50% agreed, 33.0% strongly agreed and 5.50% neither disagreed nor agreed.




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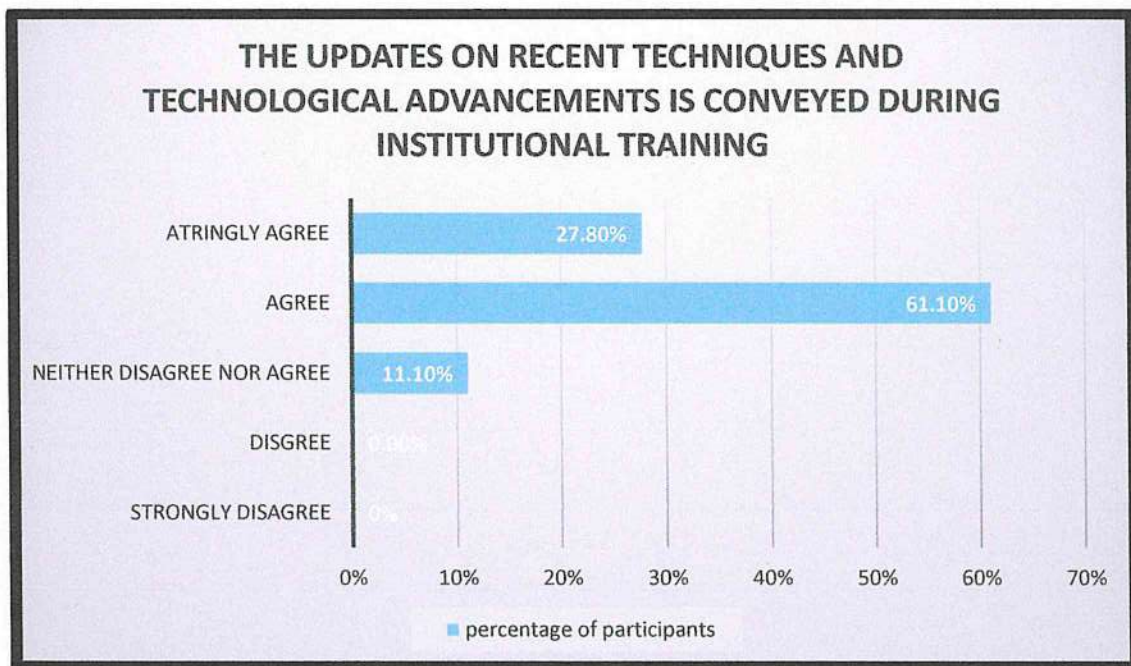
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For the question on whether the updates on recent techniques and technological advancements is conveyed during institutional training, 61.0% agreed, 28.0% strongly agreed and 11.0% neither disagreed nor agreed.



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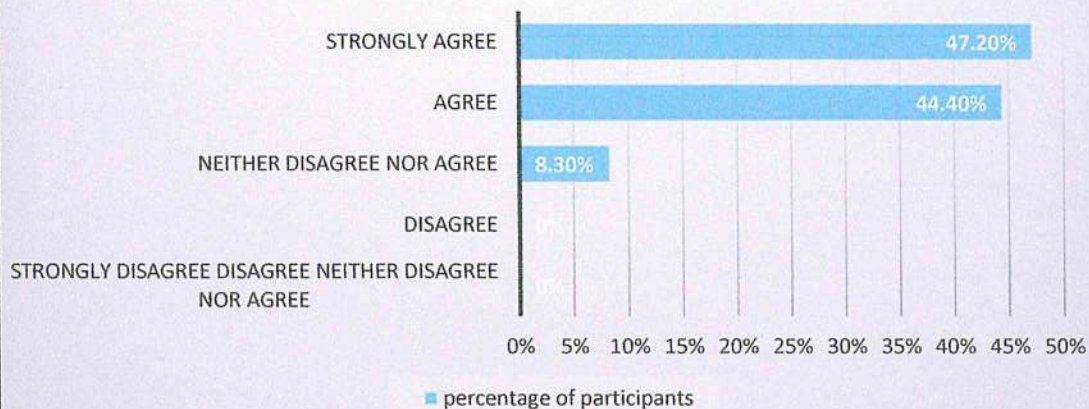
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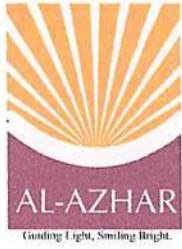
TEACHING/TRAINING IN CLINICAL/PRACTICAL COMPETENCE IS RELEVANT TO THE PRESENT GLOBAL SCENARIO AND SUFFICIENT IN INSTILLING CONFIDENCE IN STUDENTS



For the question on whether the teaching/training in clinical/practical competence is relevant to the present global scenario and sufficient in instilling confidence in students 47.0% strongly agreed, 44.40% agreed and 8.60% neither disagreed nor agreed.




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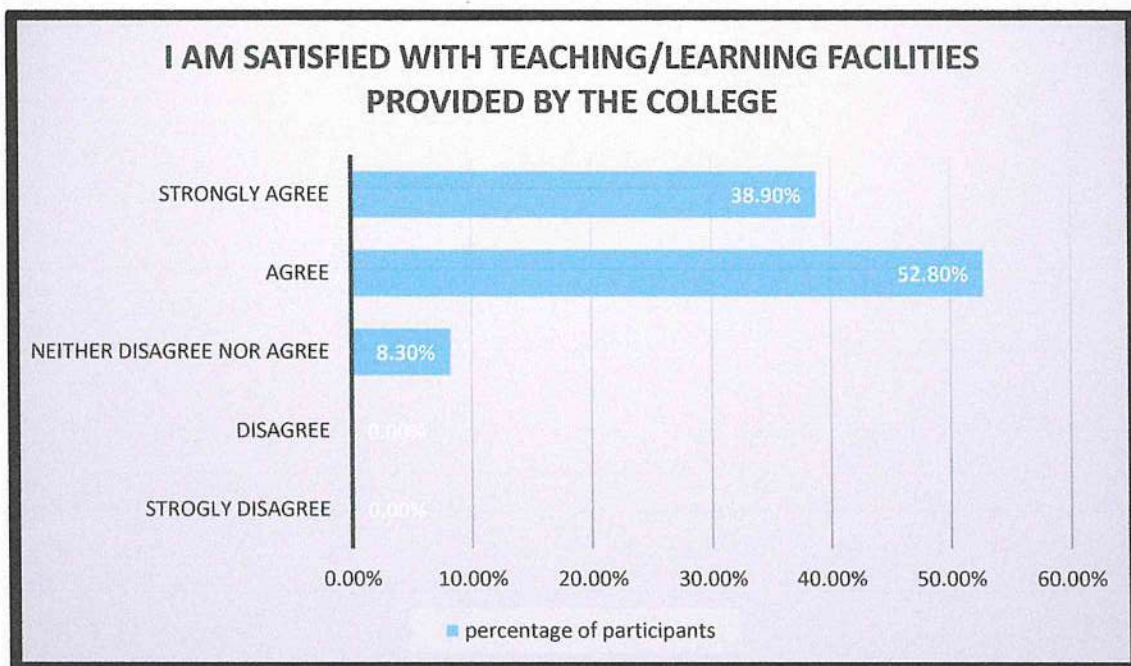
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On asked if they are satisfied with teaching/learning facilities provided by the college 52.80% agreed, 39.0% strongly agreed and 8.20% neither disagreed nor agreed.



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INFERENCE

The survey findings underscore a widespread positive sentiment regarding the institution's curriculum delivery and teaching facilities. A substantial majority of respondents expressed agreement that the curriculum delivery aligned well with the prescribed standards and equipped them to face competitive examinations. The institution's responsiveness to societal needs was recognized, as was its effective incorporation of recent techniques and technological updates. Notably, a significant percentage found the teaching/training in clinical/practical competence highly relevant and confidence-instilling. The teaching/learning facilities garnered high satisfaction rates from respondents. Overall, the survey showcases a strong alignment between the institution's offerings and the students' academic and practical needs.



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ALUMNI FEEDBACK ANALYSIS



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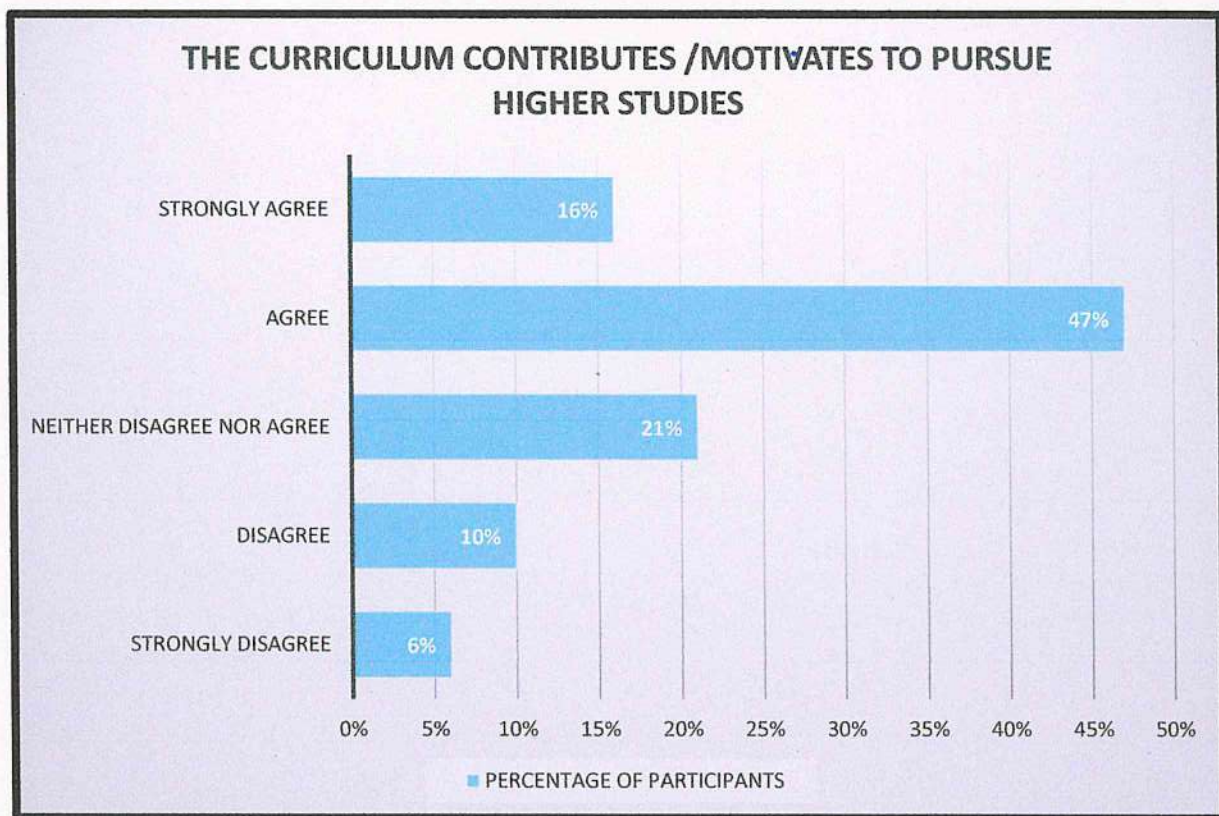
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ALUMNI FEEDBACK ANALYSIS



To the question on if the curriculum contributes/motivates to pursue higher studies, 47% agreed, 21% neither disagreed not agreed, 16% strongly agreed, 10% disagreed and 6% strongly disagreed.



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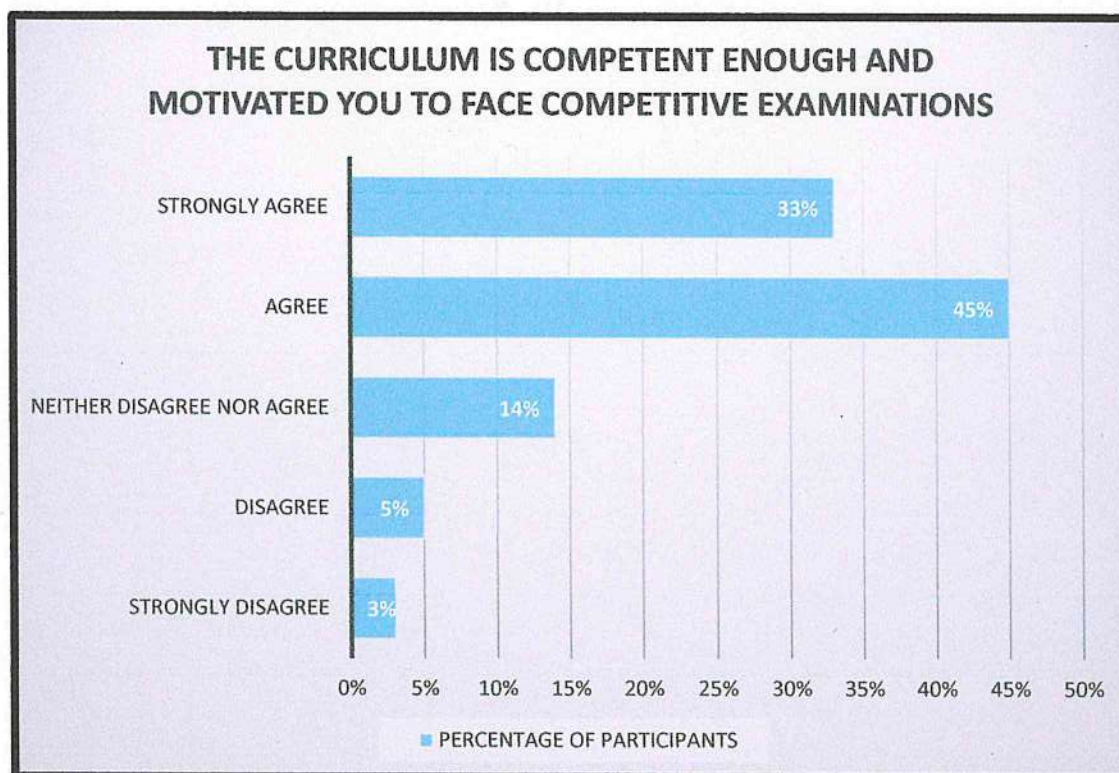
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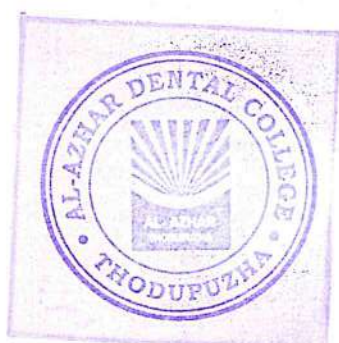
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For the question on whether the curriculum is competent enough and motivated them to face competitive examinations, 45% agreed, 33% strongly agreed, 14% neither disagreed nor agreed, 5% disagreed and 3% strongly disagreed.



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Thodupuzha - 685 605



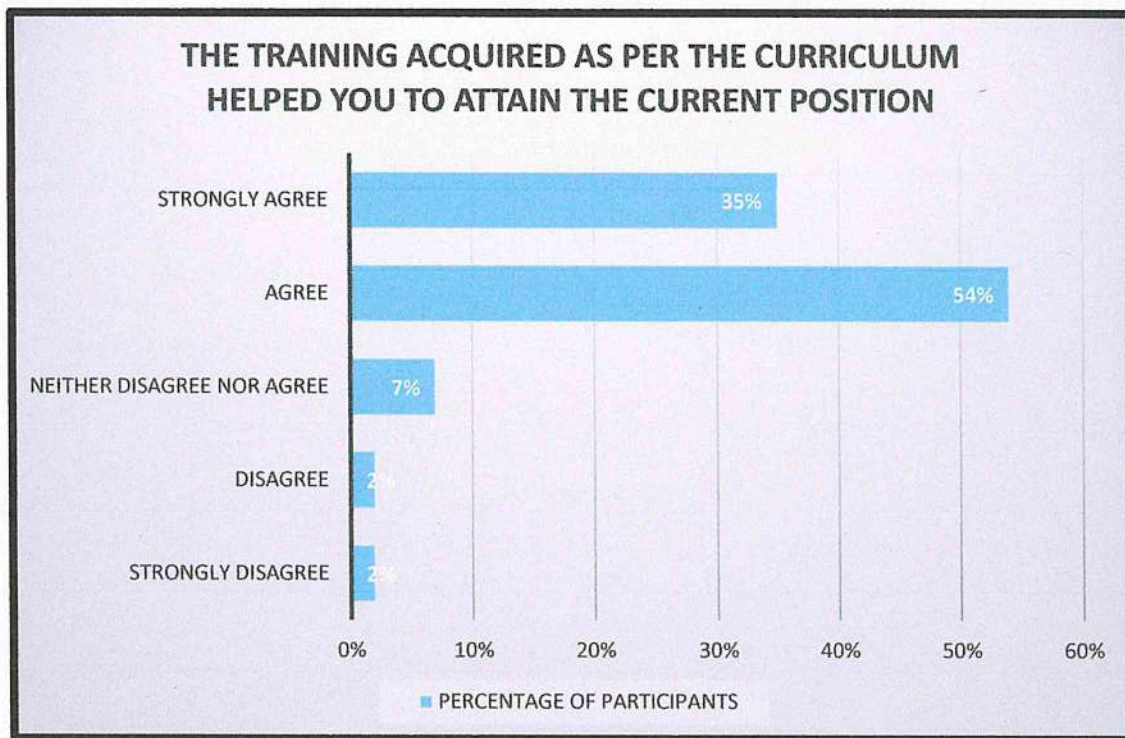
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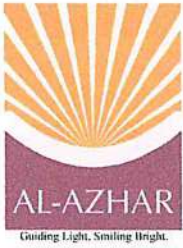
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On asked if the training acquired as per the curriculum helped you to attain the current position, 54% agreed, 35% strongly agreed, 7% neither disagreed nor agreed and 2% each disagreed and strongly disagreed.



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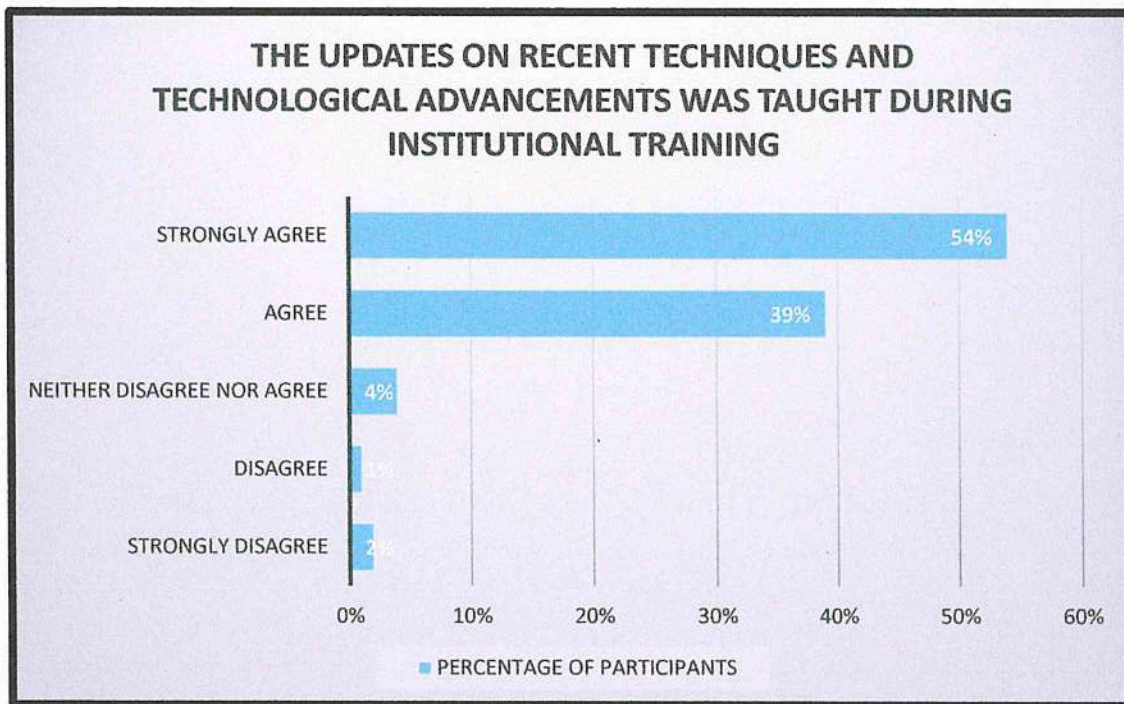
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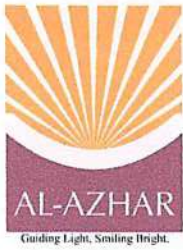
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On the question whether the updates on recent techniques and technological advancements was taught during institutional training, 54% strongly agreed, 39% agreed, 4% neither disagreed nor agreed 1% disagreed and 2% strongly disagreed.



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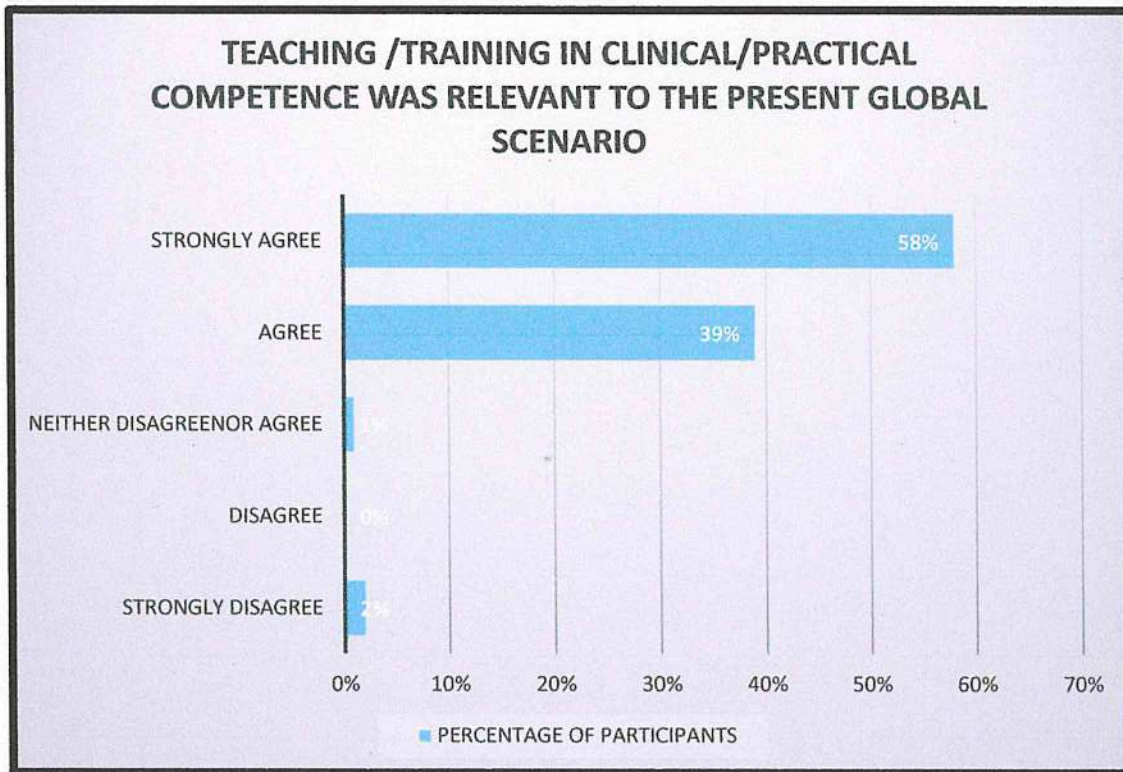
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On asked if the teaching/training in clinical/practical competence was relevant to the present global scenario, 58% strongly agreed, 39% agreed and 1% neither disagreed nor agreed and 2% strongly disagreed.




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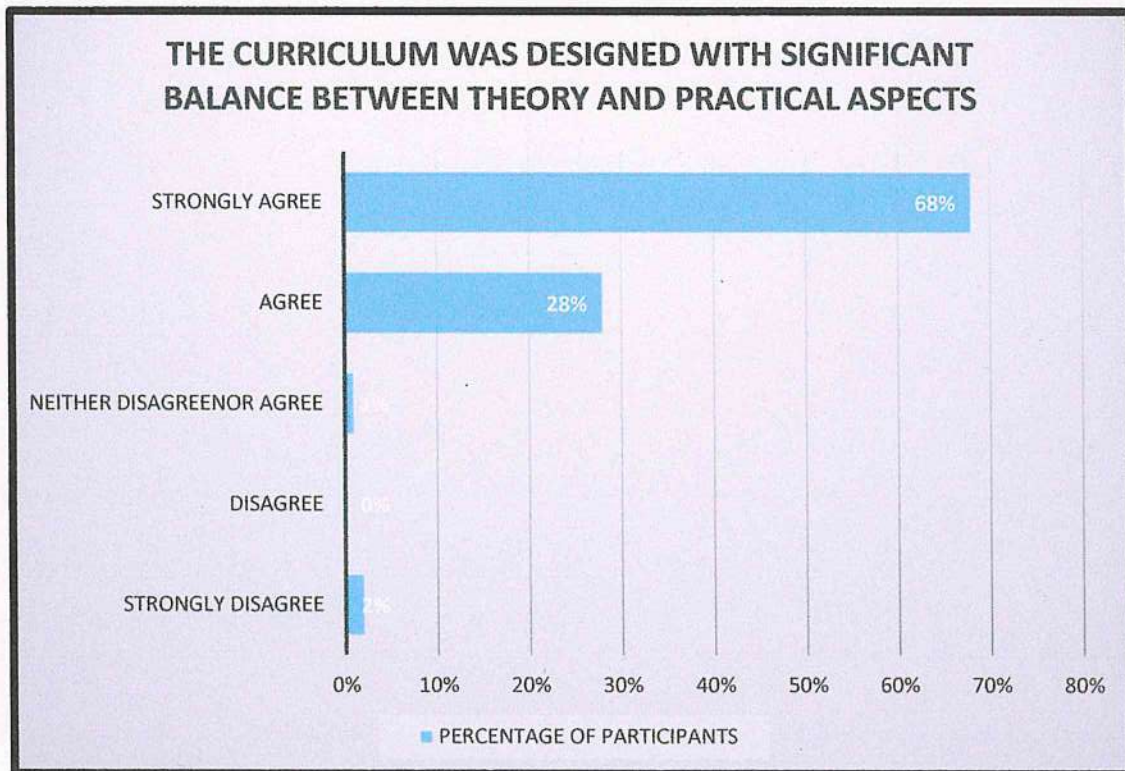
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For the question on whether the curriculum was designed with significant balance between theory and practical aspects, 68% strongly agreed, 28% agreed and 2% neither disagreed nor agreed and 2% strongly disagreed.




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INFERENCE

Based on the survey results, it's evident that the majority of respondents hold positive views regarding the curriculum's impact on their academic journey and career progression. A significant percentage agreed that the curriculum contributed to their motivation to pursue higher studies and face competitive examinations. Additionally, a substantial portion found the training acquired through the curriculum beneficial for attaining their current positions. The respondents also expressed high levels of satisfaction with the incorporation of recent techniques. Furthermore, the survey highlighted the effectiveness of the teaching and training in clinical/practical competence, with a considerable percentage strongly agreeing that it is relevant to the present global scenario. The emphasis on maintaining a balance between theoretical and practical aspects was also appreciated by a large majority of respondents. Overall, the survey reflects a positive sentiment towards the curriculum's contribution to motivation, career development, practical competence, and the integration of modern advancements, showcasing a well-rounded educational experience that prepares students effectively for the challenges of the field.



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PROFESSIONAL FEEDBACK ANALYSIS



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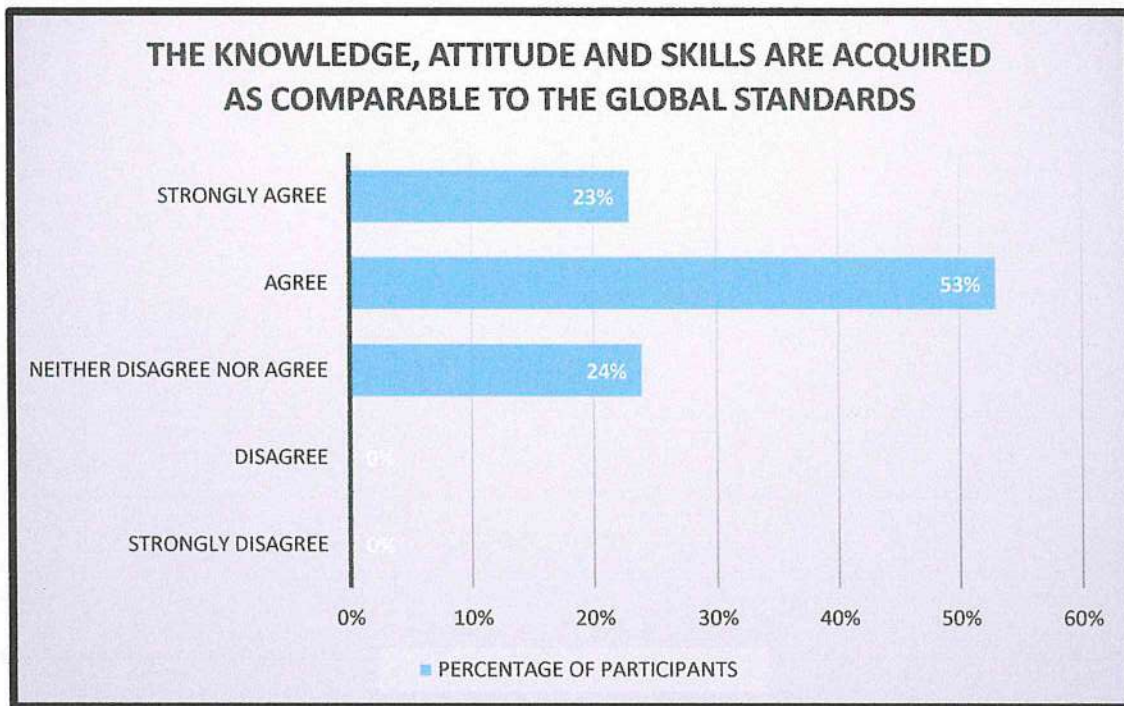
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PROFESSIONAL FEEDBACK ANALYSIS



On asked if the knowledge, attitude and skills are acquired as comparable to the global standards, 53% agreed, 23% strongly agreed and 24% neither disagreed nor agreed.



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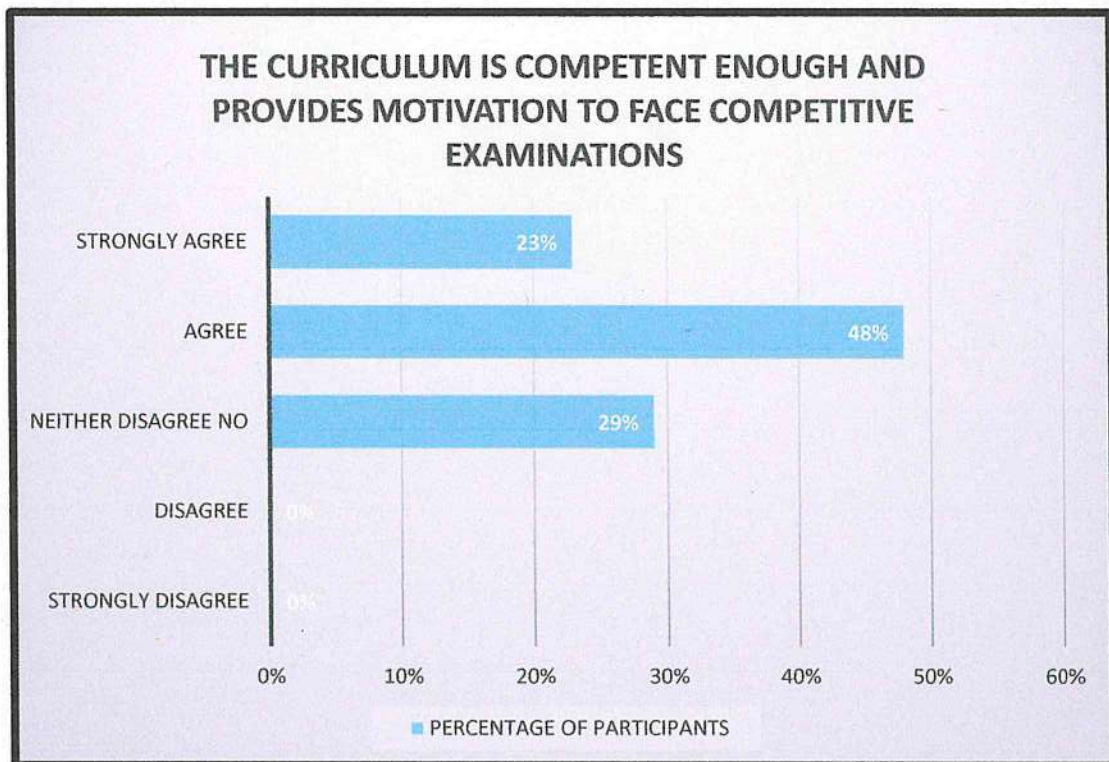
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On asked if the curriculum is competent enough and provides motivation to face competitive examinations, 48% agreed, 23% strongly agreed and 29% neither disagreed nor agreed.



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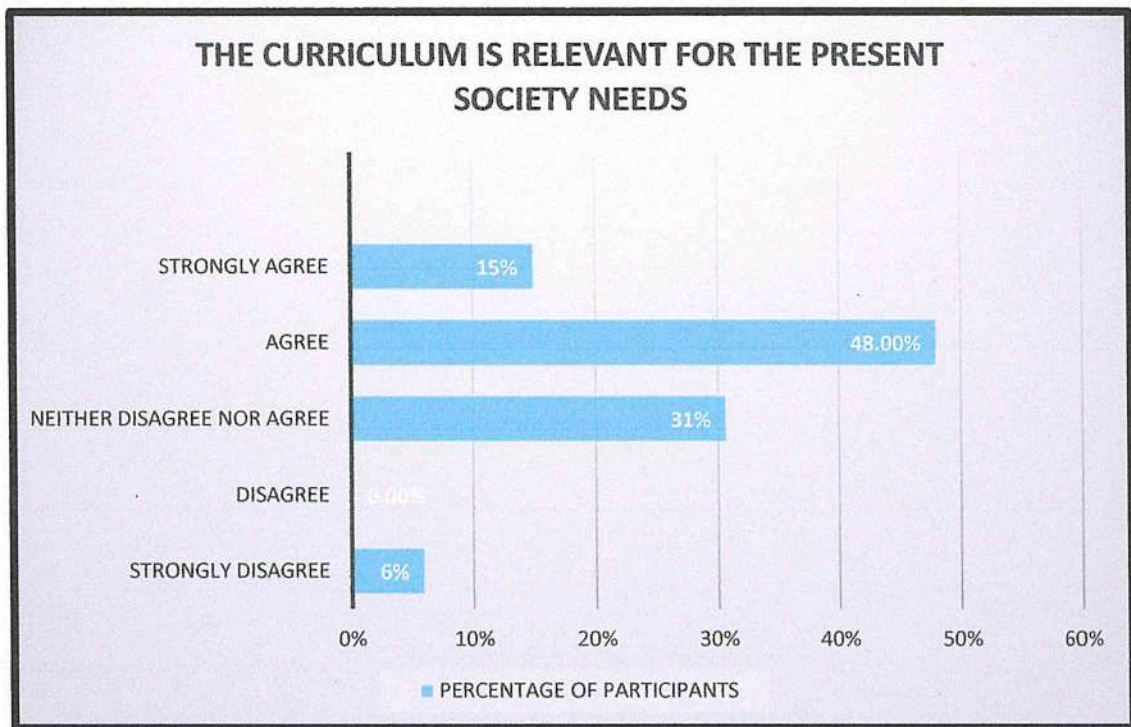
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On asked if the curriculum is relevant for the present society needs, 48% agreed, 31% neither disagreed nor agreed, 15% strongly agreed and 6% strongly disagreed.



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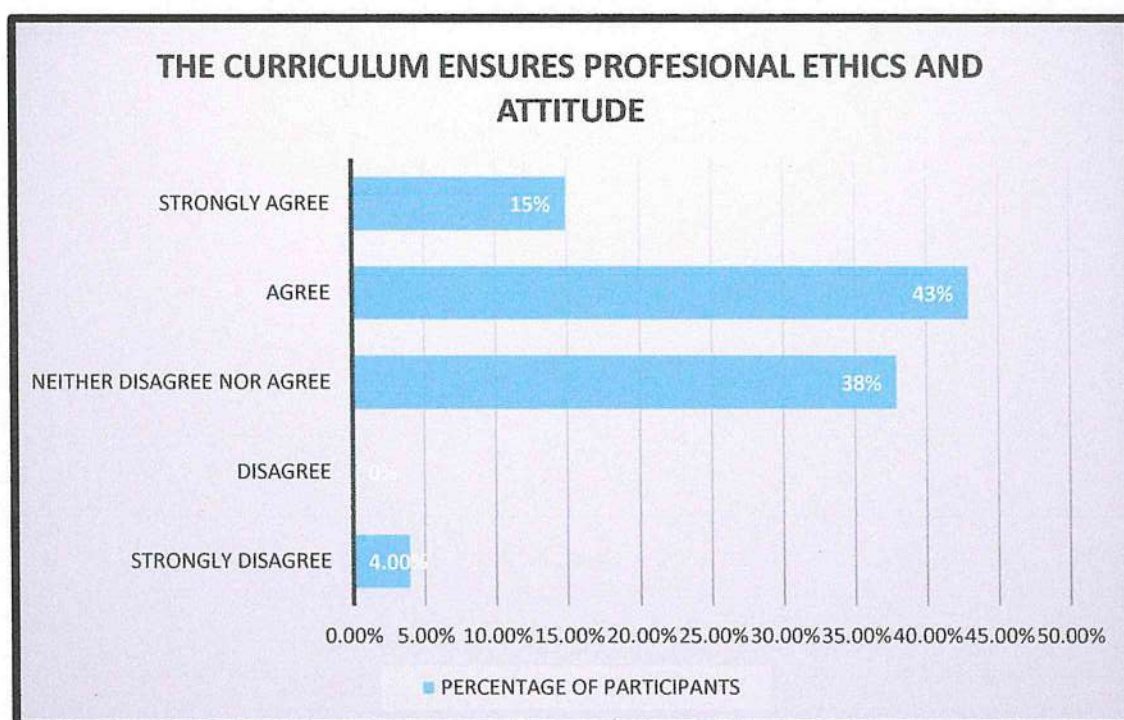
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On asked if the curriculum ensures professional ethics and attitude, 43% agreed, 38% neither disagreed nor agreed, 15% strongly agreed and 4% strongly agreed.



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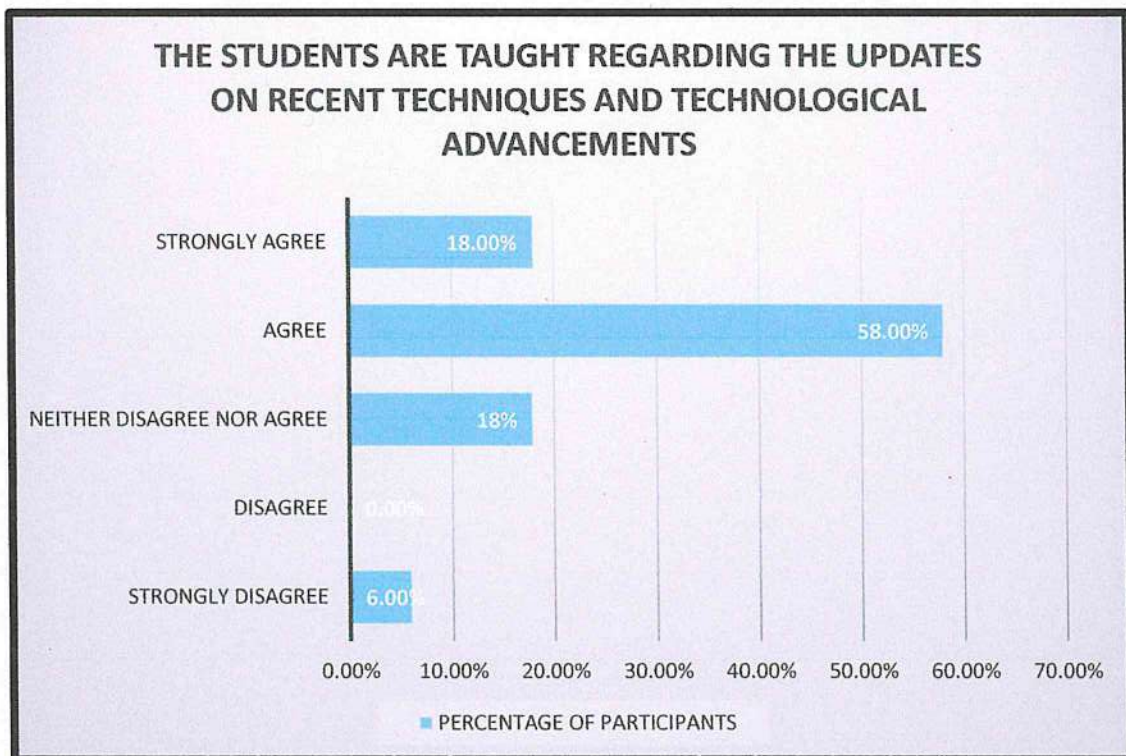
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On asked if the students are taught regarding the updates on recent techniques and technological advancements, 58% agreed, 18% neither disagreed nor agreed, 18% strongly agreed and 6% strongly disagreed.




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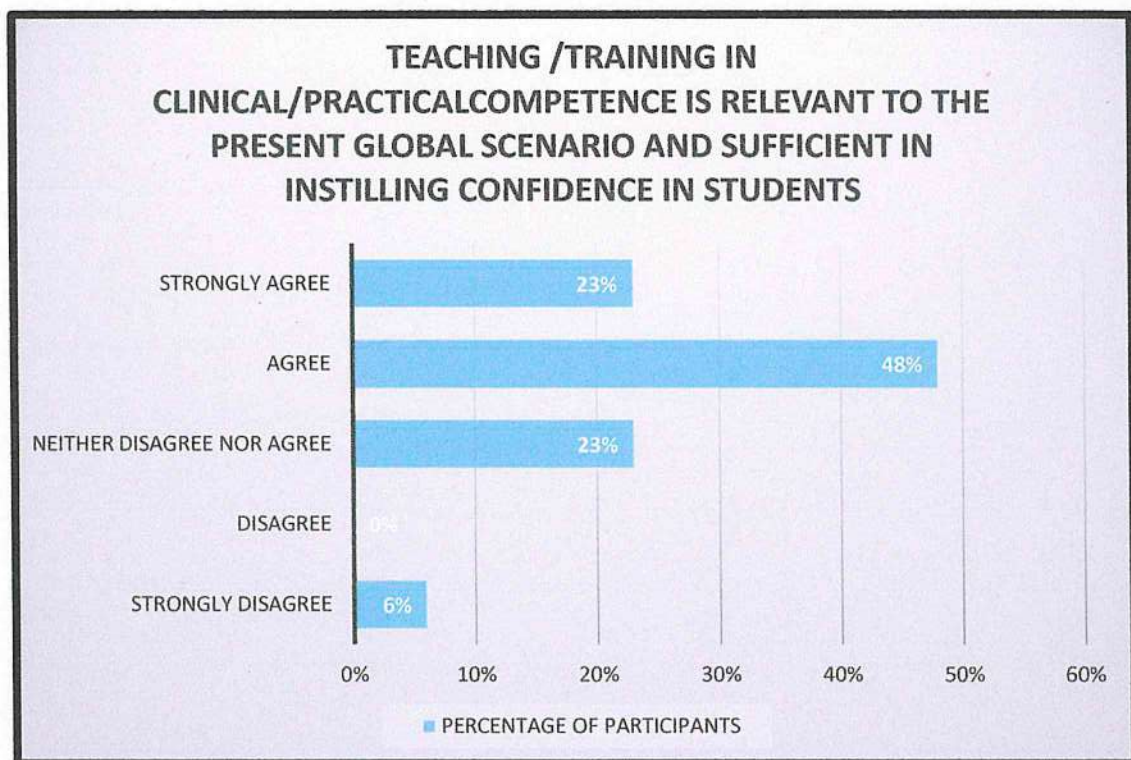
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On asked if teaching /training in clinical/practical competence is relevant to the present global scenario and sufficient in instilling confidence in students, 48% agreed, and 23% each said they strongly agreed or they neither agreed nor disagreed.




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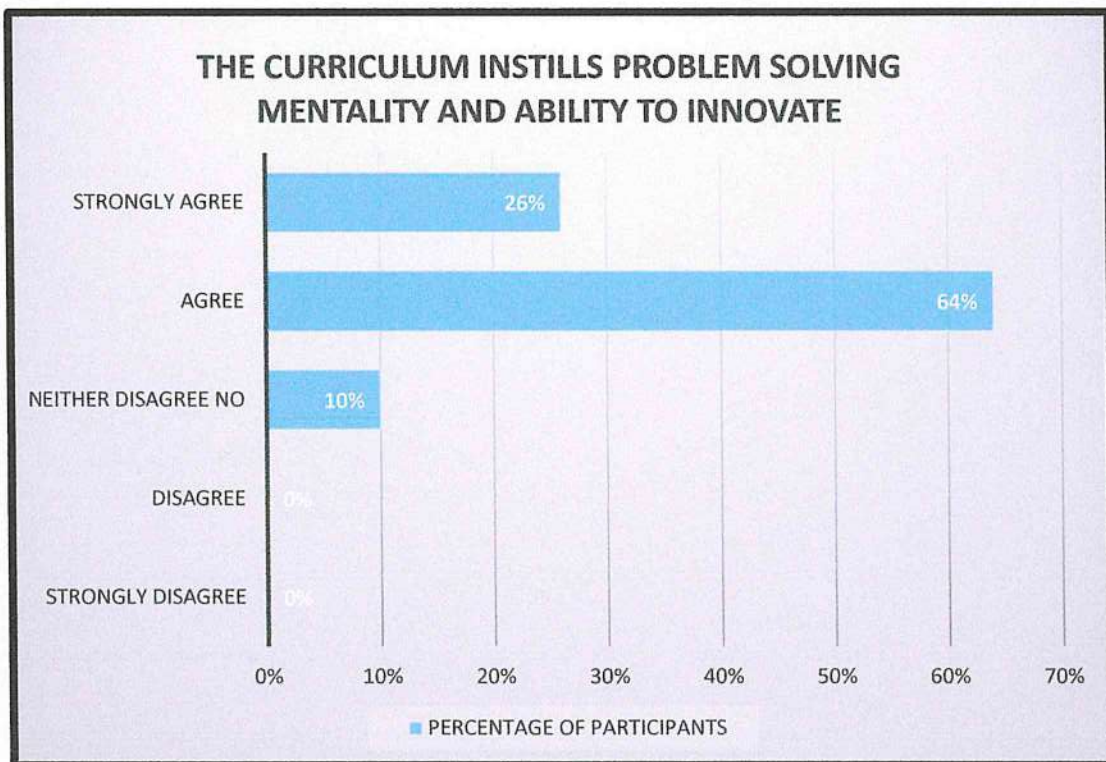
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On asked if the curriculum instills problem solving mentality and ability to innovate 64% agreed, 26.0% strongly agreed and 10% neither disagreed.



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The results reflect a generally positive sentiment among respondents regarding various aspects of the curriculum and educational approach. A significant percentage of participants believe that the acquired knowledge, attitude, and skills are comparable to global standards, indicating a sense of alignment with international benchmarks. Furthermore, a substantial portion finds the curriculum to be competent and motivating for facing competitive examinations. Respondents also recognize the curriculum's relevance to present societal needs and its focus on instilling professional ethics and attitude. Regarding updates on recent techniques and technological advancements, a majority of respondents believe that students are adequately taught in this regard, reflecting a proactive approach to staying current in the field. Similarly, teaching/training in clinical/practical competence is perceived as relevant to the present global scenario and confidence-boosting by a notable portion of participants. Most of the respondents acknowledge that the curriculum instills problem solving mentality and ability to innovate. Overall, the survey showcases a positive perception of the curriculum's alignment with global standards, relevance to societal needs, and effectiveness in instilling both practical skills and ethical values.

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