



6.5.3 The institution adopts several Quality Assurance Initiatives . The institution has implemented the following QA initiatives:

- 1) Regular meeting of Internal Quality Assurance Cell (IQAC)
- 2) Feedback from stakeholder collected, analyzed and report submitted to college management for improvements.
- 3) Organization of workshops, seminars, orientation quality initiatives for teachers and administrative staff.
- 4) Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF, NABH, NABL etc..)

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30/12/24
Prof. Dr. *30/12/24* Mohd Kumar R B
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CERTIFICATE OF THE HEAD OF THE INSTITUTION



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PROF. Dr. VINOD KUMAR R B, MDS

PRINCIPAL

TO WHOMSOEVER IT MAY CONCERN

This is to certify that all the documents attached herein are true to best of my knowledge



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STAKEHOLDERS FEEDBACK REPORT



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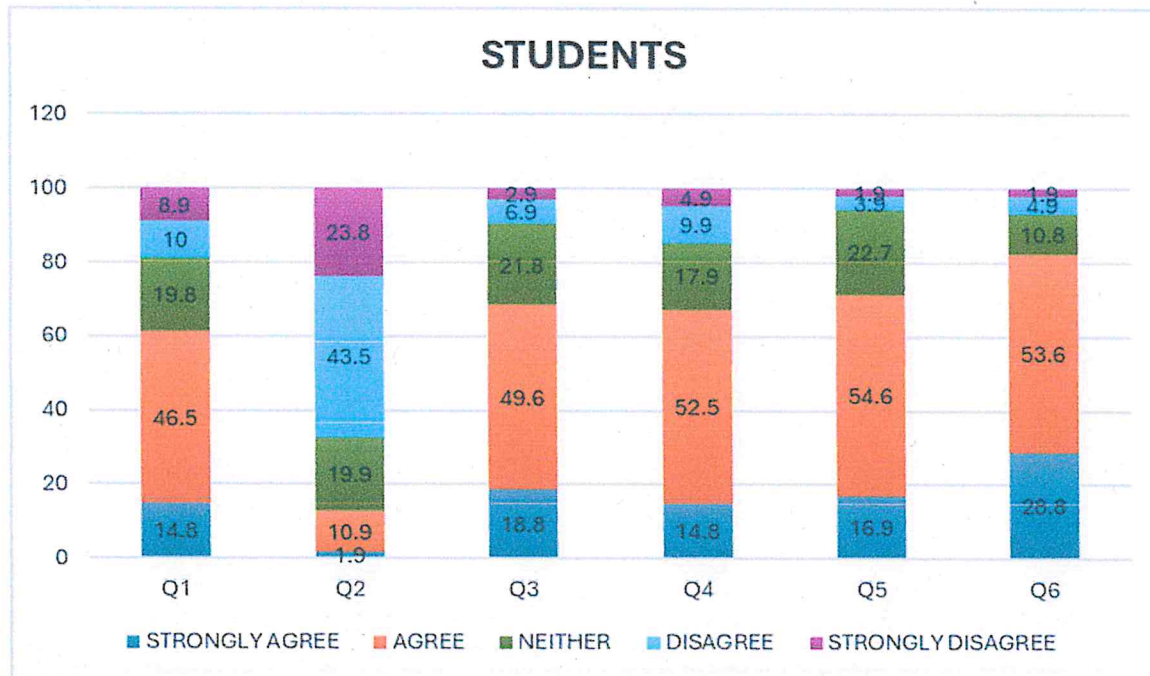
STUDENTS FEEDBACK REPORT



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STAKEHOLDER FEEDBACK REPORT

STUDENTS



The chart shows the 6 questions in a single component bar chart

- On asked if the knowledge, attitude & skills are delivered as per DCI/KUHS curriculum, 46.5% agreed, 19.8% neither disagreed nor agreed, 14.8% strongly agreed, 10% disagreed and 8.9% strongly disagreed.
- On the question, the curriculum is extensive to be completed in its protracted coverage in the recommended time, 43.5% disagreed, 23.8% strongly disagreed, 19.9% neither disagreed nor agreed, 10.9% agreed and 1.9% strongly agreed.
- On asked, the legal aspects/professional protocols and knowledge about the same are included in the curriculum, 49.6% agreed, 21.8% neither disagreed nor agreed, 18.8% strongly agreed, 6.9% disagreed and 2.9% strongly disagreed.
- On asked, recent techniques and technological advancements are updated



during institutional training, 52.5% agreed, 17.9% neither disagreed nor agreed, 14.8% strongly agreed, 9.9% disagreed and 4.9% strongly disagreed.

- On asked, teaching/training in clinical/practical competence is designed to instill confidence in students by preparing them to be competent in the present global scenario, 54.6% agreed, 22.7% neither disagreed nor agreed, 16.9% strongly agreed, 3.9% disagreed and 1.9% strongly disagreed.
- On asked, the recommended textbooks are adequately available as per the syllabus, 53.6% agreed, 28.8% strongly agreed, 10.8% neither disagreed nor agreed, 4.9% disagreed, and 1.9% strongly disagreed.

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/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 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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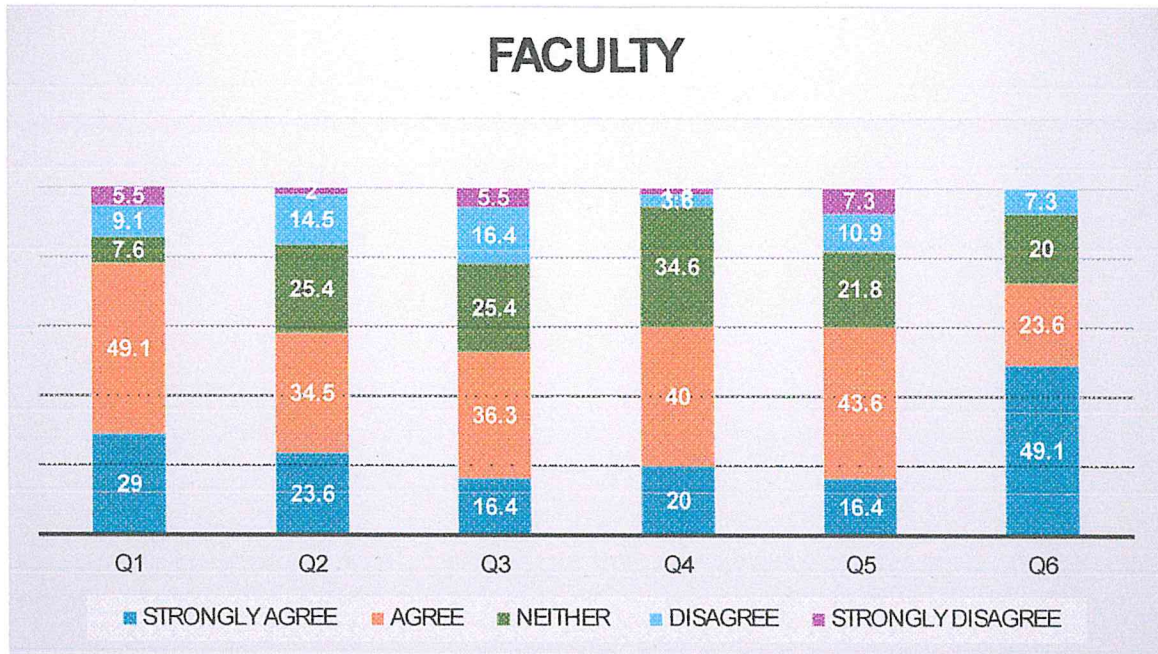
TEACHERS/FACULTY FEEDBACK REPORT



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STAKEHOLDER FEEDBACK REPORT

TEACHERS/FACULTY



The chart shows the 6 questions in a single component bar chart

- On asked the institution curriculum ascertains that the knowledge, attitude & skills are acquired as per DCI/KUHS curriculum, 49.1% agreed, 29% strongly agreed, 9.1% disagreed, 7.6% neither disagreed nor agreed, and 5.5% strongly disagreed.
- On the question, the curriculum is competent enough to cover the syllabus and prepare students to face competitive examinations, 34.5% agreed, 25.4% neither disagreed nor agreed, 23.6% strongly agreed, 14.5% disagreed and 2% strongly disagreed.
- On asked, the curriculum takes into account the needs of society, 36.3% agreed, 25.4% neither disagreed nor agreed, 16.4% strongly agreed and disagreed and 5.5% strongly disagreed.
- On asked, recent advancements and technological updates are conveyed



during institutional training, 40% agreed, 34.6% neither disagreed nor agreed, 20% strongly agreed, 3.8% disagreed and 1.8% strongly disagreed.

- On asked, teaching/training in clinical/practical competence is designed to instill confidence in students by preparing them to be competent in the present global scenario, 43.6% agreed, 21.8% neither disagreed nor agreed, 16.4% strongly agreed, 10.9% disagreed and 7.3% strongly disagreed.
- On asked, the recommended textbooks are adequately available as per the syllabus, 49.1% strongly agreed, 23.6% agreed, 20% neither disagreed nor agreed and 7.3% disagreed.

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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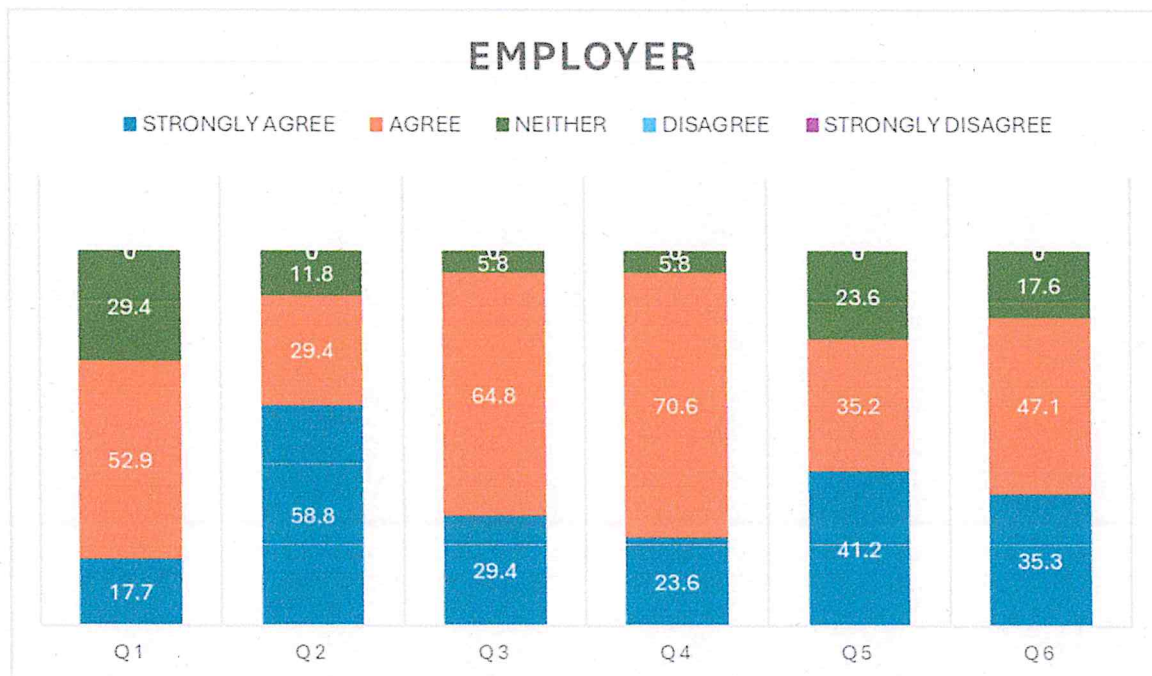
EMPLOYERS FEEDBACK REPORT



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STAKEHOLDER FEEDBACK REPORT

EMPLOYERS



The chart shows the 6 questions in a single component bar chart

- On asked if knowledge, attitude & skills are acquired as per DCI/KUHS curriculum, 52.9% agreed, 29.4% neither disagreed nor agreed and 17.7% strongly agreed.
- On the question, the curriculum of the institution covers the syllabus and equips the students to face competitive examinations, 58.8% strongly agreed, 29.4% agreed, 11.8% neither disagreed nor agreed.
- On asked, these curriculum of the institution takes into account the needs of the society, 64.8% agreed, 29.4% strongly agreed and 5.8% neither disagreed nor agreed.




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- On asked, institutional training gives importance to delivering updated knowledge and relevant recent advancements, 70.6% agreed, 23.6% strongly agreed and 5.8% neither disagreed nor agreed.
- On asked, teaching/training in clinical/practical competence is designed to instill confidence in students by preparing them to be competent in the present global scenario, 41.2% strongly agreed, 35.2% agreed, 23.6% neither disagreed nor agreed.
- On asked, the teaching/ learning facilities provided by the college are remarkable, 47.1% agreed, 35.3% strongly agreed and 17.6% neither disagreed nor agreed.

Inference: The survey underscores 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/training 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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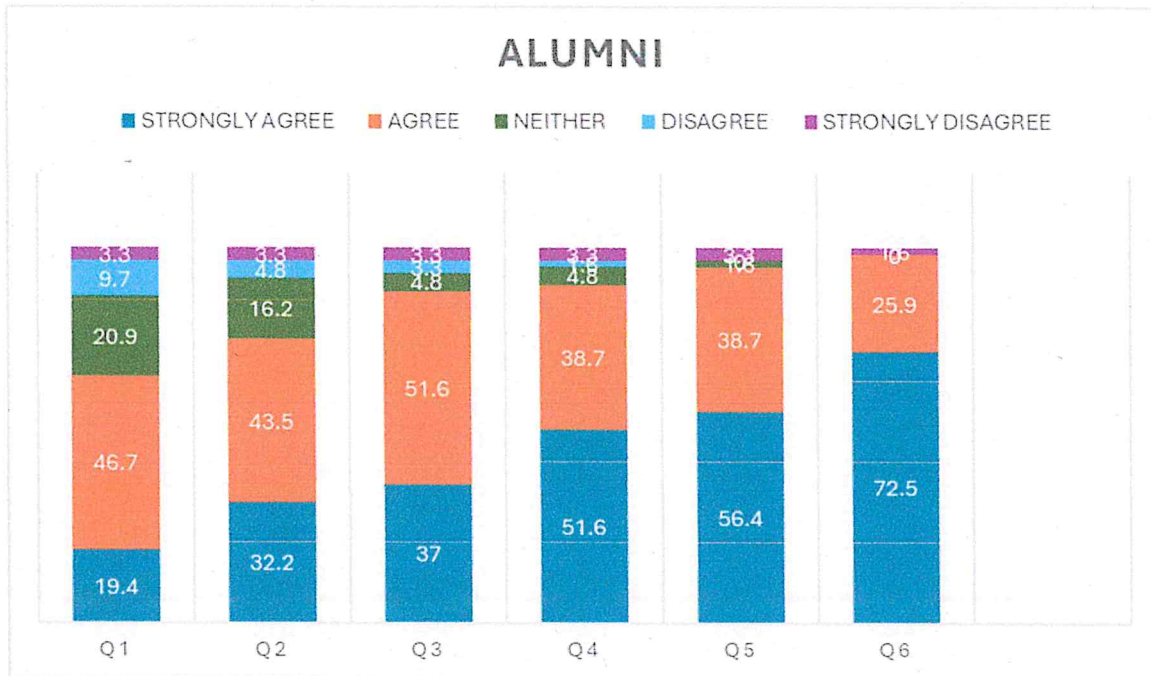
ALUMNI FEEDBACK REPORT



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STAKEHOLDER FEEDBACK REPORT

ALUMNI



The chart shows the 6 questions in a single component bar chart

- On asked if the curriculum gives an orientation towards attaining knowledge and pursuing higher studies, 46.7% agreed, 20.9% neither disagreed nor agreed, 19.4% strongly agreed, 9.7 disagreed and 3.3 strongly disagreed.
- On the question, the curriculum prepares the student to comprehend the knowledge and makes him/her competent to face competitive examinations, 43.5% agreed, 32.2% strongly agreed, 16.2% neither disagreed nor agreed, 4.8 disagreed and 3.3 strongly disagreed.
- On asked, the curriculum strategies and training methods help to attain the current status, 51.6% agreed, 37% strongly agreed, 4.8% neither disagreed nor agreed, 3.3 disagreed and strongly disagreed.
- On asked, recent advancements and technological updates were taught during

the institutional training, 51.6% strongly agreed, 38.7% agreed, 4.8% neither disagreed nor agreed, 3.3 strongly disagreed and 1.6 disagreed.

- On asked, teaching/training in clinical/practical approaches were in accordance with the present global scenario, 56.4% strongly agreed, 38.7% agreed, 3.3 strongly disagreed and 1.6% neither disagreed nor agreed.
- On asked, the curriculum thrusts on a significant balance between the theoretical and practical aspects of dentistry, 72.5% strongly agreed, 25.9% agreed and 1.6% strongly disagreed.

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 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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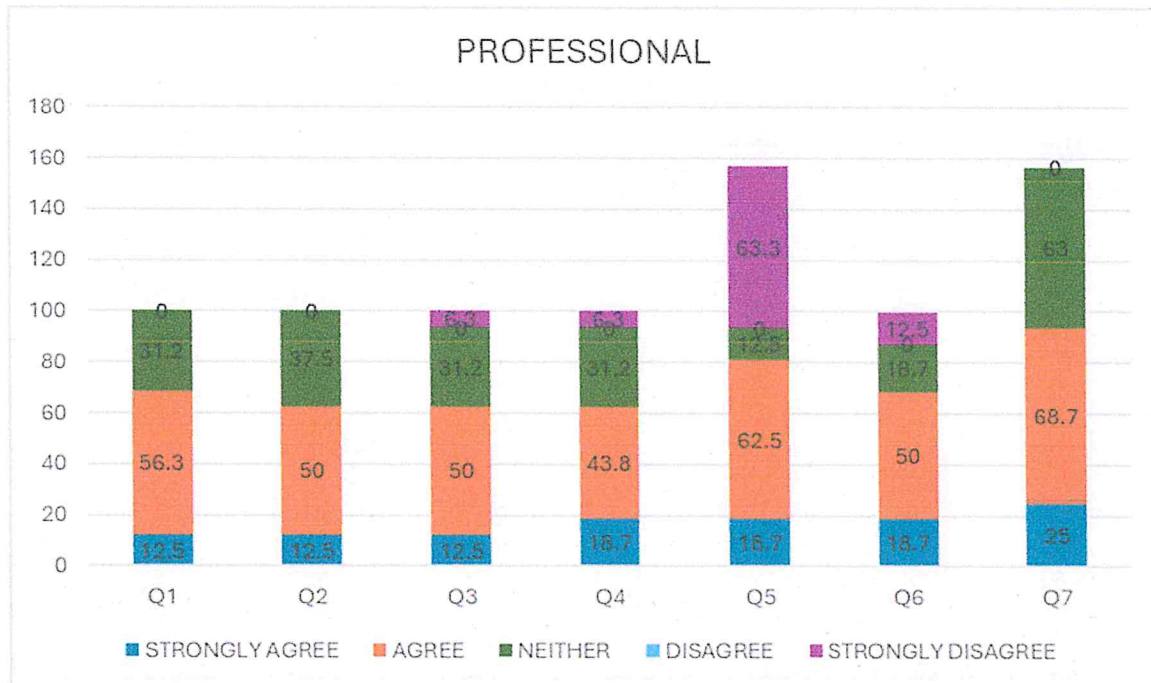
PROFESSIONALS FEEDBACK REPORT



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STAKEHOLDER FEEDBACK REPORT

PROFESSIONALS

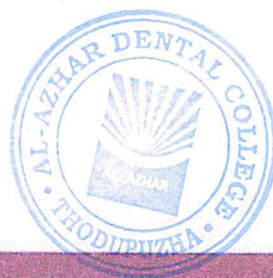


The chart shows the 7 questions in a single component bar chart

- On the question, if the knowledge, attitude & skills are acquired to equip the students to rise to the global standards, 56.3% agreed, 31.2% neither disagreed nor agreed and 12.5% strongly agreed.
- On asked, the curriculum is competent enough and prepares students to face competitive examinations, 50% agreed, 31.2% neither disagreed nor agreed and 12.5% strongly agreed.
- On asked, the curriculum takes into account the needs of society, 50% agreed, 31.2% neither disagreed nor agreed, 12.5% strongly agreed and 6.3 strongly disagreed.
- On asked, the curriculum gives importance to professional ethics and attitude, 43.8% agreed, 31.2% neither disagreed nor agreed, 18.7% strongly agreed and 6.3 strongly disagreed.

- On asked, the students are given knowledge and updates regarding recent techniques and technological advancements, 6.52% agreed, 18.7% strongly agreed, 12.5% neither disagreed nor agreed and 6.3% strongly disagreed.
- On asked, teaching/training in clinical/practical competence is designed to instill confidence in students by preparing them to be competent in the present global scenario, 50% agreed, 18.7% strongly agreed and neither disagreed nor agreed and 12.5% strongly disagreed.
- On asked, the curriculum brings in problem solving mentality and ability to innovate, 68.7% agreed, 25% strongly agreed, and 6.3 neither disagreed nor agreed.

Inference: 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 found 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, most of the 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 the 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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