KMCT
DENTAL COLLEGE

Recognised Research Centre of Kerala University of Health Sciences
Recognised by Dental Council of India and Govt. of India
KMCT Medical College Campus, Mukkam, Kozhikode-673602
Phone: (0495)2292002, 2292004
E-mail: dental@kmct.edu.in, website: www.kmctdentalcollege.org

COURSE OUTCOME FEEDBACK AND ANALYSIS

KMCT DENTAL COLLEGE

STUDENTS FEEDBACK ON COURSE OUTCOME

Student name (optional):
Program (BDS/MDS): Internship
Year:

Sl. No.	Feedback Questions	Strongly agree	Agree	Not sure	disagree	Strongly disagree
1.	Curriculum is contemporary and rooted in real life scenarios	✓				
2.	Course Objectives and outcomes are clearly defined		✓			
3.	Courses are relevant to the Program (ex. Program : BDS/MDS, Course : Prosthodontics)		✓			
4.	Curriculum delivery is in a planned manner	✓				
5.	Course content encourages and enhances learning values (skills, knowledge, critical assessment)	✓				
6.	The course/syllabus has good balance between theory and application.		✓			
7.	Continuous internal evaluations are timely and transparent	✓				
8.	Curriculum delivery adopts newer training methods (eg.PBL,EBD,OSCE/OSPE, virtual clinics)	✓				
9.	The curriculum ensures student participation in learning process		✓			
10.	The curriculum provides sufficient time and scope for self-directed learning	✓				
11.	Total Score					

Scoring Criteria:
Strongly agree: 5
Agree: 4
Not sure: 3
Disagree: 2
Strongly disagree: 1

Signature:

DR. MANOJ KUMAR. K.P
Principal
KMCT Dental College
Manassery, Mukkam

KMCT DENTAL COLLEGE CALICUT

KMCT DENTAL COLLEGE

STUDENTS FEEDBACK ON COURSE OUTCOME

Student name (optional):
Program (BDS/MDS): BDS
Year: Intern

Sl. No.	Feedback Questions	Strongly agree	Agree	Not sure	disagree	Strongly disagree
1.	Curriculum is contemporary and rooted in real life scenarios	✓				
2.	Course Objectives and outcomes are clearly defined	✓				
3.	Courses are relevant to the Program (ex. Program : BDS/MDS, Course : Prosthodontics)	✓				
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5.	Course content encourages and enhances learning values (skills, knowledge, critical assessment)		✓			
6.	The course/syllabus has good balance between theory and application.		✓			
7.	Continuous internal evaluations are timely and transparent	✓				
8.	Curriculum delivery adopts newer training methods (eg.PBL,EBD,OSCE/OSPE, virtual clinics)		✓			
9.	The curriculum ensures student participation in learning process	'	✓			
10.	The curriculum provides sufficient time and scope for self-directed learning	✓				
11.	Total Score	30	16			

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Strongly disagree: 1

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3.	Courses are relevant to the Program (ex. Program : BDS/MDS, Course : Prosthodontics)		✓			
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6.	The course/syllabus has good balance between theory and application.	✓				
7.	Continuous internal evaluations are timely and transparent	✓				
8.	Curriculum delivery adopts newer training methods (eg.PBL,EBD,OSCE/OSPE, virtual clinics)		✓			
9.	The curriculum ensures student participation in learning process	✓				
10.	The curriculum provides sufficient time and scope for self-directed learning	✓				
11.	Total Score		✓			

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11.	Total Score		✓			

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Year:

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STUDENTS FEEDBACK ON COURSE OUTCOME

Student name (optional):
Program (BDS/MDS): Intern - BDS.
Year: House Surgeon.

Sl. No.	Feedback Questions	Strongly agree	Agree	Not sure	disagree	Strongly disagree
1.	Curriculum is contemporary and rooted in real life scenarios		✓			
2.	Course Objectives and outcomes are clearly defined		✓			
3.	Courses are relevant to the Program (ex. Program : BDS/MDS, Course : Prosthodontics)		✓			
4.	Curriculum delivery is in a planned manner				✓	
5.	Course content encourages and enhances learning values (skills, knowledge, critical assessment)		✓			
6.	The course/syllabus has good balance between theory and application.				✓	
7.	Continuous internal evaluations are timely and transparent			✓		
8.	Curriculum delivery adopts newer training methods (eg.PBL,EBD,OSCE/OSPE, virtual clinics)		✓			
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Program (BDS/MDS):
Year:

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Program (BDS/MDS): INTERN
Year:

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3.	Courses are relevant to the Program (ex. Program : BDS/MDS, Course : Prosthodontics)	✓				
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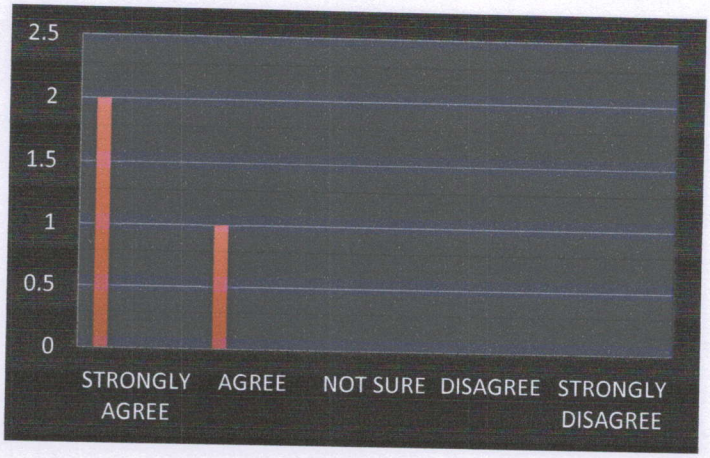
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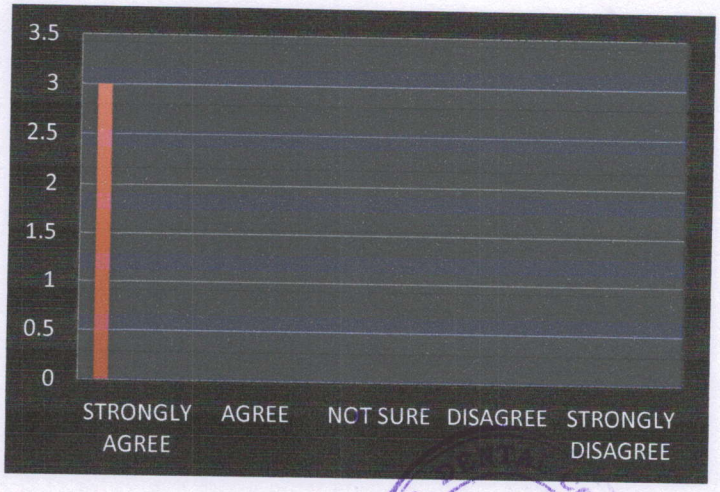
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STUDENT FEEDBACK ON COURSE OUTCOME ANALYSIS

1.Curriculum is contemporary and rooted in real life scenario



2.Course Objectives and outcomes are clearly defined



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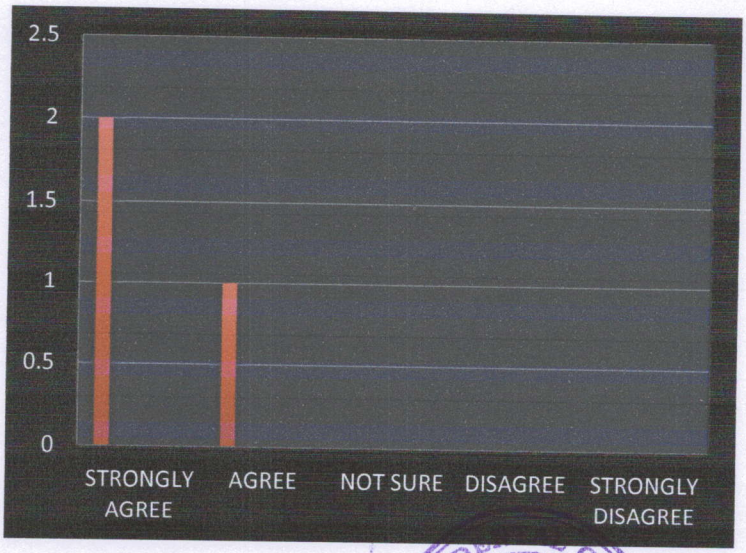
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3. Courses are relevant to the Program (ex. Program: BDS/MDS, Course : Prosthodontics)



4. Curriculum delivery is in a planned manner



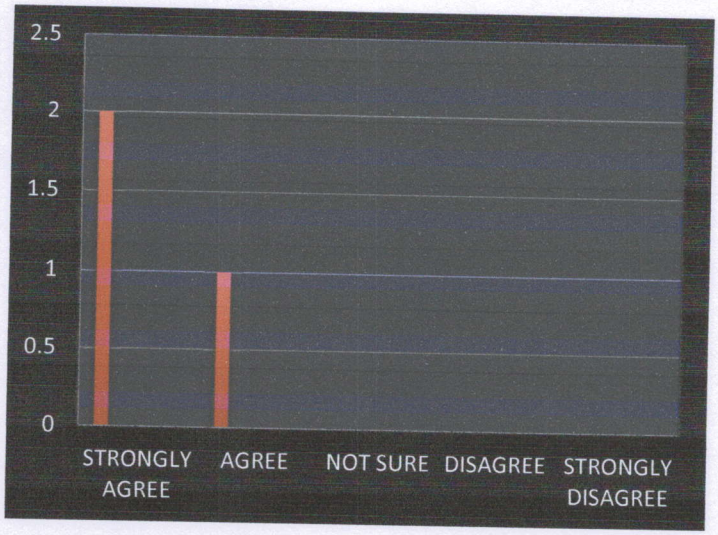
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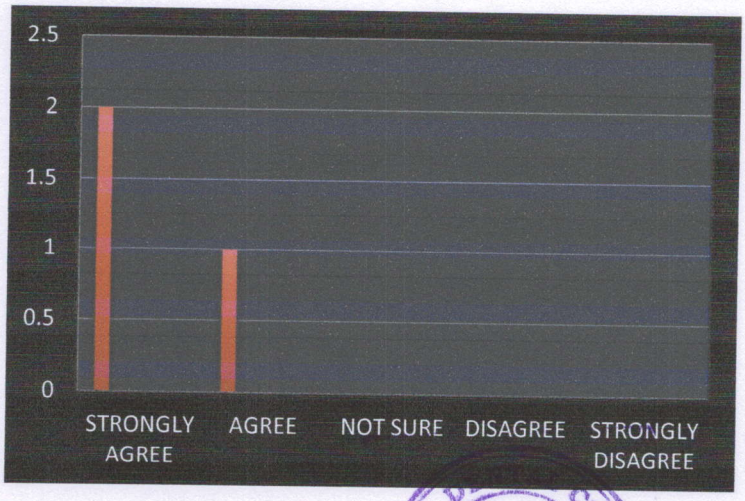
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5. Course content encourages and enhances learning values (skills, knowledge, critical assessment)



6. The course/syllabus has good balance between theory and application



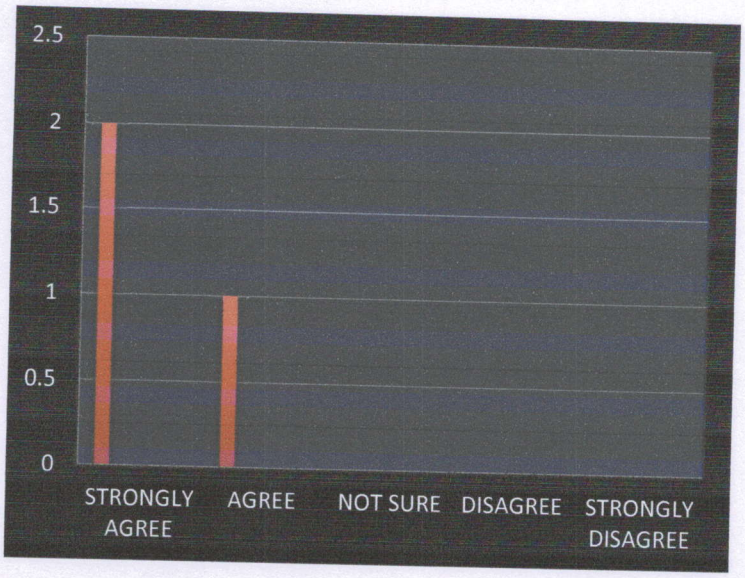
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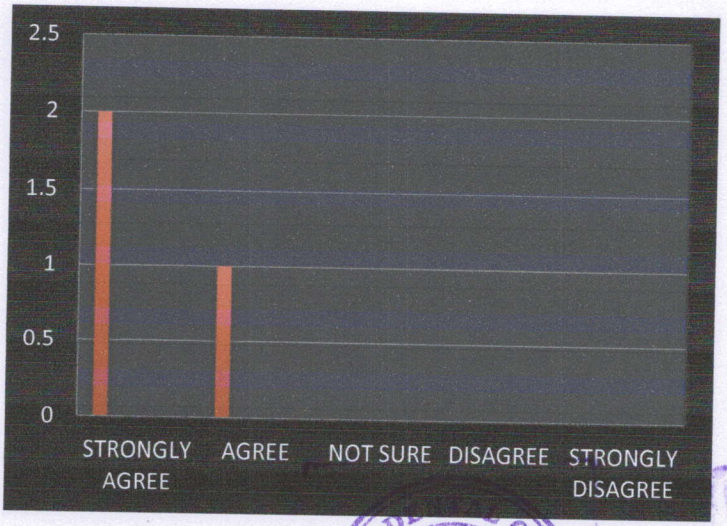
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7. Continuous internal evaluations are timely and transparent



8. Curriculum delivery adopts newer training methods (eg.PBL,EBD,OSCE/OSPE, virtual clinics)



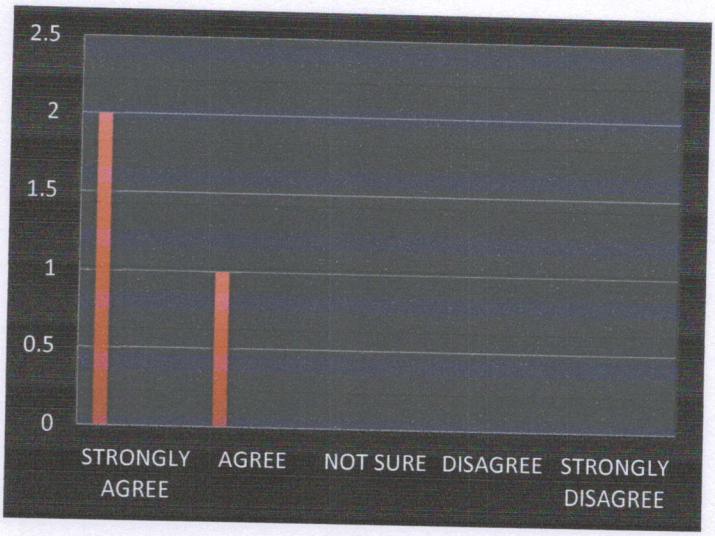
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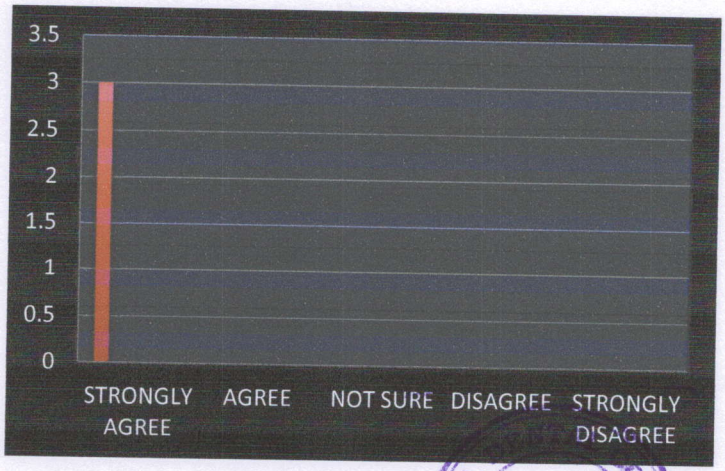
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9. The curriculum ensures student participation in learning process



10. The curriculum provides sufficient time and scope for self-directed learning



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IQAC

FEEDBACK FORM: - STUDENTS

Name of the student (optional):

Year:

1. How much of the curricula and syllabi are covered in the Discipline in which you are studying?

   4 – 90 to 100% 3 – 75 to 89% 2 – 55 to 74%

   1 – 30 to 54% 0 –Below 30%

2. What categories of teachers are involved in the theory and practical classes in your discipline?

   4 – Professors, Associate Professors, Assistant Professors and Others (Lecturers, Tutors, Demonstrators and Residents)

   3 – Associate Professors, Assistant Professors and others

   2 – Assistant Professors and others 1 – Others 0 – None of the above

3. What percentage of teachers is effectively communicating domain knowledge using IT skills and Soft Skills in the Teaching Learning Process?

   4 – 90 to 100% 3 – 75 to 89% 2 – 55 to 74%

   1– 30 to 54% 0 –Below 30%

4. What percentage of the teachers build-up the expected curricular competencies, programme outcomes and course outcomes in you?

   4 – 90 to 100% 3 – 75 to 89% 2 – 55 to 74%

   1– 30 to 54% 0 –Below 30%

5. Does your mentor follow up necessarily on the tasks assigned to you?

   4 – Every time 3 – Usually 2 – Occasionally

   1 – Rarely 0 – I don't have a mentor

6. To what extent is the mentoring process in your institution beneficial to you for academic, social and personality growth?

   4 – Highly Beneficial 3 – Beneficial 2 – Satisfactory

   1 – Marginally 0 – Not at all

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7. To what extent clinical and practical facilities related to your discipline have been made available to you?

4 – 90 to 100% 3 – 75 to 89% 2 – 55 to 74%

1– 30 to 54% 0 –Below 30%

8. What extent of training are you provided with, in the skill and simulation labs, clinical ward rounds / rotations and lab exercises related to your discipline?

4 – 90 to 100% 3 – 75 to 89% 2 – 55 to 74%

1– 30 to 54% 0 –Below 30%

9. What percentage of teachers use ICT-enabled methods like multimedia, web-based learning and national e-resources while teaching?

4 – 90 to 100% 3 – 75 to 89% 2 – 55 to 74%

1– 30 to 54% 0 –Below 30%

10. What is the extent of opportunities given to you for outdoor learning like internship, student exchanges, field visits and projects?

4 – All of the above 3 – Three of the above 2 – Two of the above

1 – One of the above 0– None of the above

11. Does the institution provide the opportunities for experiential learning, including problem-based learning, case-based learning, evidence-based learning, competency building, seminars, group discussions, to enhance knowledge and skills in your discipline?

4 – All of the above 3 – Any four of the above 2 – Any three of the above

1 – Any two of the above 0– Any one of the above

12. What is the level of opportunities provided by your institution to develop employability and entrepreneurship skills to prepare you for your career?

4 – High Level 3 –Appreciable Level 2 – Satisfactory Level

1 – Marginal Level 0– No opportunity given

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13. What is the level of value-added courses / training given by your institution in the area of professional ethics and values, community service, preventive health care and rural health care?

4 – High Level 3 – Appreciable Level 2 – Satisfactory Level

1 – Marginal Level 0– No opportunity given

14. What level of monitoring and evaluation is available in your institution for assessing the effectiveness and interactivity of the classroom proceedings/learning sessions?

4 – High Level 3 –Appreciable Level 2 – Satisfactory Level

1 – Marginal Level 0– No opportunity given

15. To what extent the institutional ambience and class room teaching has improved your creative thinking and analytical skills?

4 – High Level 3 – Appreciable Level 2 – Satisfactory Level

1 – Marginal Level 0– No opportunity given

16. How frequently your performance in academic assignments are discussed and reviewed with you by the teachers?

4 – Regularly 3 – Often 2 – Sometimes

1 – Rarely 0– Never

17. What is your assessment about the fairness of the internal evaluation process adopted by the teachers?

4 – Always fair 3 – More often fair 2 – Sometimes fair

1 – Usually unfair 0 – Always unfair

18. How do you rate the procedures involved in preparation of the examination halls, invigilation, evaluation of answer papers and arrangements for addressing examination related grievances?

4 – Excellent 3 – Very Good 2 – Good

1 – Average 0 – Poor

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19. Do your teachers enable you to identify your strengths and weaknesses and help you to develop your strengths and overcome your weaknesses by providing timely counseling and care?

4 – Every time 3 – Usually 2 – Occasionally

1 – Rarely 0 – Never

20) Are you satisfied with the hostel/mess facilities provided by the institution?

4 – ***** 3 – **** 2 – ***

1 – ** 0 – *

21. If you were to award rating for your institution in terms of "stars" in relation to quality of teaching-learning and evaluation, what would be your rating?

4 – ***** 3 – **** 2 – ***

1 – ** 0 – *

22. Give three suggestions to improve the overall teaching, learning and evaluation process in your institution.

a)

b)

c)

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   ✓4 – 90 to 100% 3 – 75 to 89% 2 – 55 to 74%

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   4 – Every time 3 – Usually ✓2 – Occasionally

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   4 – Highly Beneficial 3 – Beneficial ✓2 – Satisfactory

   1 – Marginally 0– Not at all

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7. To what extent clinical and practical facilities related to your discipline have been made available to you?

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12. What is the level of opportunities provided by your institution to develop employability and entrepreneurship skills to prepare you for your career?

4 – High Level 3 –Appreciable Level 2 – Satisfactory Level

1 – Marginal Level 0– No opportunity given

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13. What is the level of value-added courses / training given by your institution in the area of professional ethics and values, community service, preventive health care and rural health care?

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14. What level of monitoring and evaluation is available in your institution for assessing the effectiveness and interactivity of the classroom proceedings/learning sessions?

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15. To what extent the institutional ambience and class room teaching has improved your creative thinking and analytical skills?

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20) Are you satisfied with the hostel/mess facilities provided by the institution?

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4 – ***** ✓ 3 – **** 2 – ***

1 – ** 0 – *

22. Give three suggestions to improve the overall teaching, learning and evaluation process in your institution.

a)

b)

c)

Signature



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IQAC

FEEDBACK FORM: - STUDENTS

Name of the student (optional): [redacted]

Year:

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a)

b)

c)

Signature

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IQAC

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a)

b)

c)

Signature

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IQAC

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a) Can add vido study-related videos to the section.

b)

c)

Signature

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IQAC

FEEDBACK FORM: - STUDENTS

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a) Sharing every ppt in moodle.

b)

c)

Signature

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IQAC

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22. Give three suggestions to improve the overall teaching, learning and evaluation process in your institution.

a) Teachers should be more approachable & friendly
b) Sarcasms should be avoided, which is badly affecting our mental health
c) Sundays/holiday should be declared as leave, to take a healthy break from hectic schedule

Signature

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IQAC

FEEDBACK FORM: - STUDENTS

Name of the student (optional):

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   4 – 90 to 100% 3 – 75 to 89% 2 – 55 to 74%

   ✓1– 30 to 54% 0 –Below 30%

4. What percentage of the teachers build-up the expected curricular competencies, programme outcomes and course outcomes in you?

   4 – 90 to 100% 3 – 75 to 89% 2 – 55 to 74%

   ✓1– 30 to 54% 0 –Below 30%

5. Does your mentor follow up necessarily on the tasks assigned to you?

   ✓4 – Every time 3 – Usually 2 – Occasionally

   1 – Rarely 0 – I don't have a mentor

6. To what extent is the mentoring process in your institution beneficial to you for academic, social and personality growth?

   4 – Highly Beneficial 3 – Beneficial ✓2 – Satisfactory

   1 – Marginally 0– Not at all

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7. To what extent clinical and practical facilities related to your discipline have been made available to you?

4 – 90 to 100% 3 – 75 to 89% 2 – 55 to 74%

1– 30 to 54% 0 –Below 30%

8. What extent of training are you provided with, in the skill and simulation labs, clinical ward rounds / rotations and lab exercises related to your discipline?

4 – 90 to 100% 3 – 75 to 89% 2 – 55 to 74%

1– 30 to 54% 0 –Below 30%

9. What percentage of teachers use ICT-enabled methods like multimedia, web-based learning and national e-resources while teaching?

4 – 90 to 100% 3 – 75 to 89% 2 – 55 to 74%

1– 30 to 54% 0 –Below 30%

10. What is the extent of opportunities given to you for outdoor learning like internship, student exchanges, field visits and projects?

4 – All of the above 3 – Three of the above 2 – Two of the above

1 – One of the above 0– None of the above

11. Does the institution provide the opportunities for experiential learning, including problem-based learning, case-based learning, evidence-based learning, competency building, seminars, group discussions, to enhance knowledge and skills in your discipline?

4 – All of the above 3 – Any four of the above 2 – Any three of the above

1 – Any two of the above 0– Any one of the above

12. What is the level of opportunities provided by your institution to develop employability and entrepreneurship skills to prepare you for your career?

4 – High Level 3 –Appreciable Level 2 – Satisfactory Level

1 – Marginal Level 0– No opportunity given

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13. What is the level of value-added courses / training given by your institution in the area of professional ethics and values, community service, preventive health care and rural health care?

4 – High Level 3 –Appreciable Level 2 – Satisfactory Level

1 – Marginal Level 0– No opportunity given

14. What level of monitoring and evaluation is available in your institution for assessing the effectiveness and interactivity of the classroom proceedings/learning sessions?

4 – High Level 3 –Appreciable Level 2 – Satisfactory Level

1 – Marginal Level 0– No opportunity given

15. To what extent the institutional ambience and class room teaching has improved your creative thinking and analytical skills?

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1 – Marginal Level 0– No opportunity given

16. How frequently your performance in academic assignments are discussed and reviewed with you by the teachers?

4 – Regularly 3 – Often 2 – Sometimes

1 – Rarely 0– Never

17. What is your assessment about the fairness of the internal evaluation process adopted by the teachers?

4 – Always fair 3 – More often fair 2 – Sometimes fair

1 – Usually unfair 0 – Always unfair

18. How do you rate the procedures involved in preparation of the examination halls, invigilation, evaluation of answer papers and arrangements for addressing examination related grievances?

4 – Excellent 3 – Very Good 2 – Good

1 – Average 0 – Poor

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19. Do your teachers enable you to identify your strengths and weaknesses and help you to develop your strengths and overcome your weaknesses by providing timely counseling and care?

4 – Every time 3 – Usually 2 – Occasionally

1 – Rarely 0 – Never

20) Are you satisfied with the hostel/mess facilities provided by the institution?

4 – ***** 3 – **** 2 – ***

1 – ** 0 – *

21. If you were to award rating for your institution in terms of "stars" in relation to quality of teaching-learning and evaluation, what would be your rating?

4 – ***** 3 – **** 2 – ***

1 – ** 0 – *

22. Give three suggestions to improve the overall teaching, learning and evaluation process in your institution.

a) Teachers should be more friendly
b) Should give more imp. to mental health of students
c) Declare leave on second saturday.

Signature

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IQAC

FEEDBACK FORM: - STUDENTS

Name of the student (optional): I

Year: 5th yrs

1. How much of the curricula and syllabi are covered in the Discipline in which you are studying?

   4 – 90 to 100% 3 – 75 to 89% 2 – 55 to 74%

   1– 30 to 54% 0 –Below 30%

2. What categories of teachers are involved in the theory and practical classes in your discipline?

   4 – Professors, Associate Professors, Assistant Professors and Others (Lecturers, Tutors, Demonstrators and Residents) ✓

   3 – Associate Professors, Assistant Professors and others

   2 – Assistant Professors and others 1 – Others 0 – None of the above

3. What percentage of teachers is effectively communicating domain knowledge using IT skills and Soft Skills in the Teaching Learning Process?

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1 – Marginal Level 0– No opportunity given

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1 – Rarely 0 – Never

20) Are you satisfied with the hostel/mess facilities provided by the institution?

4 – ***** 3 – **** 2 – ***

1 – ** 0 – * ✓

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4 – ***** 3 – **** 2 – *** ✓

1 – ** 0 – *

22. Give three suggestions to improve the overall teaching, learning and evaluation process in your institution.

a) Permit leave on second saturdays

b) Improve hostel facilities

c)

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IQAC

FEEDBACK FORM: - STUDENTS

Name of the student (optional):

Year: 3rd year.

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22. Give three suggestions to improve the overall teaching, learning and evaluation process in your institution.

a) Permit leave on second saturday.
b) Improve hostel facilities
c)

Signature

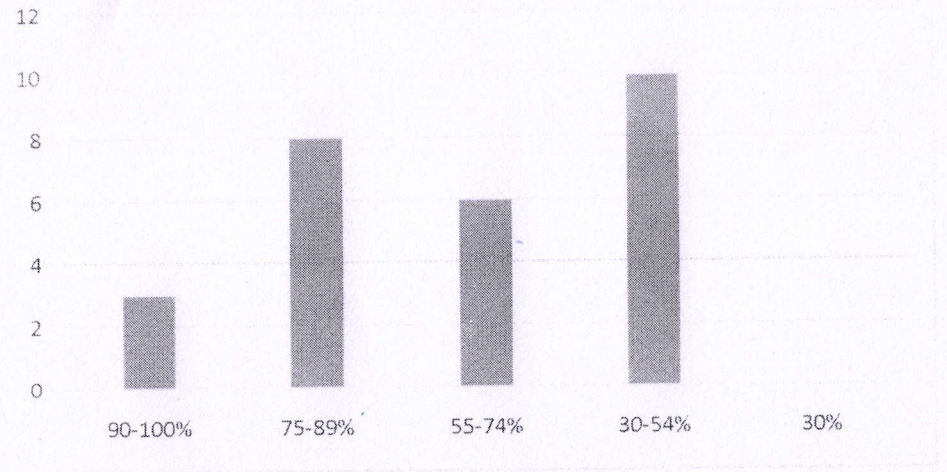
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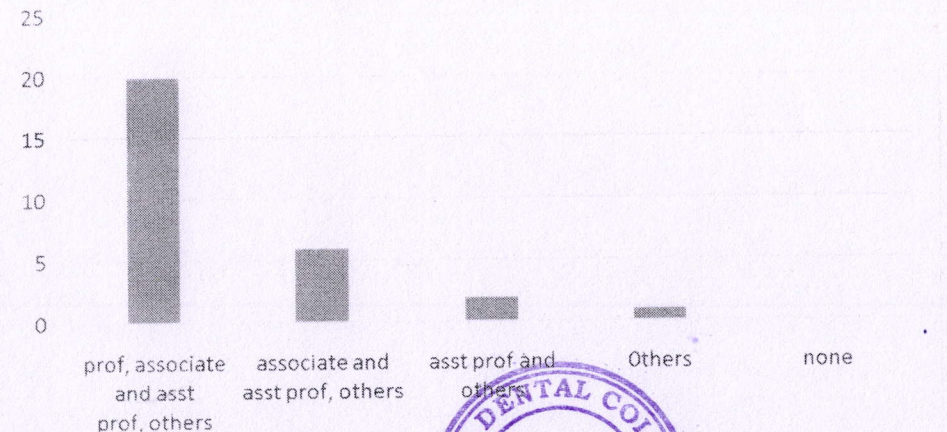
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STUDENTS FEEDBACK ON PROGRAMME OUTCOME

1. How much of the curricula and syllabi are covered in the Discipline in which you are studying?



2. What categories of teachers are involved in the theory and practical classes in your discipline?



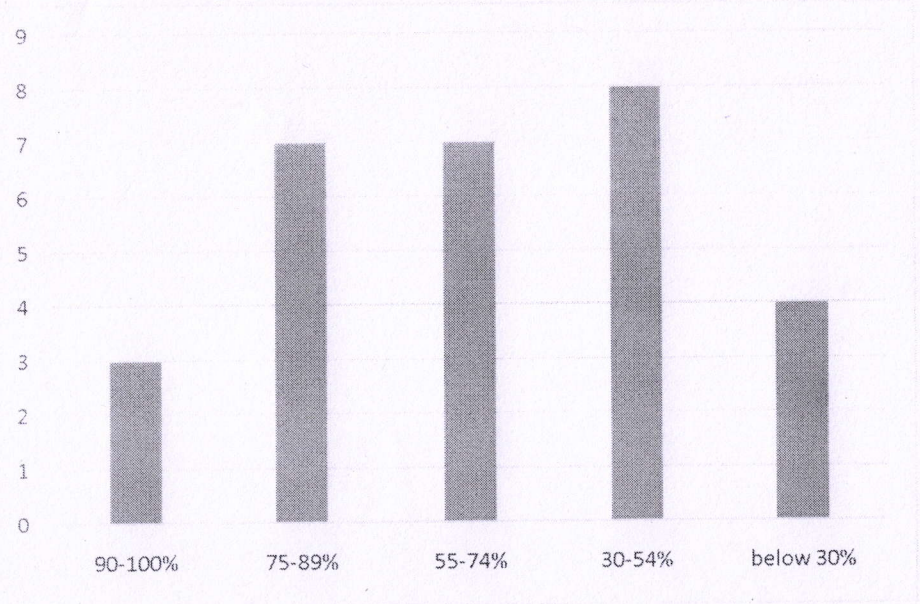
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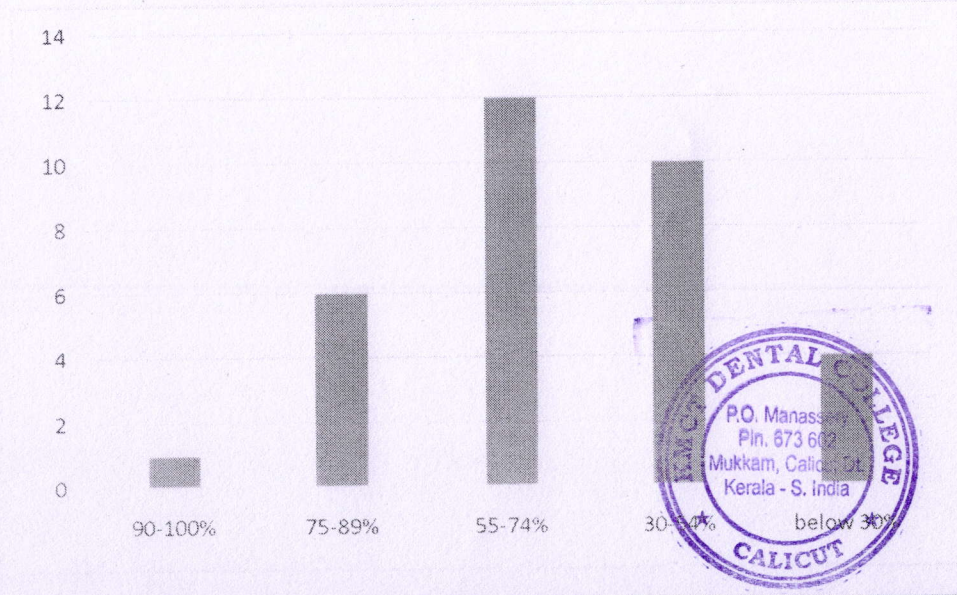
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3. What percentage of teachers is effectively communicating domain knowledge using IT skills and Soft Skills in the Teaching Learning Process?



4. What percentage of the teacher's build-up the expected curricular competencies, programmer outcomes and course outcomes in you?



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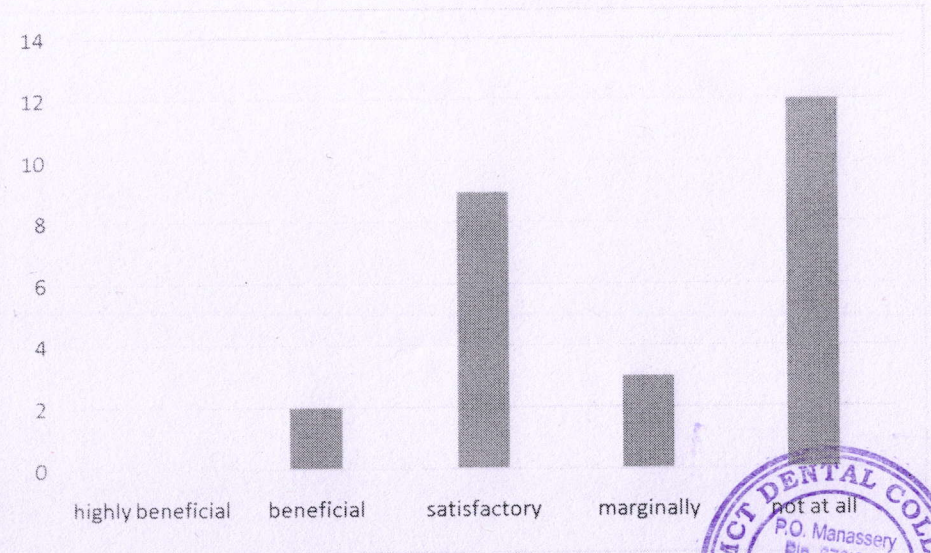
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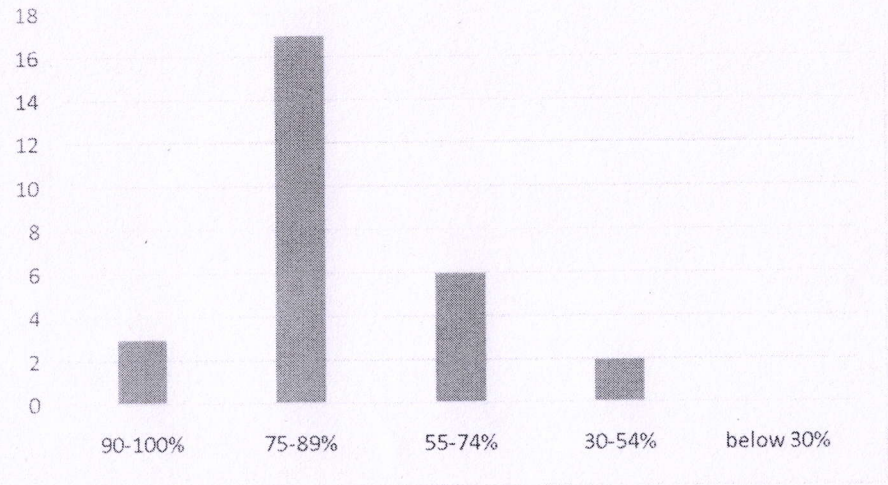
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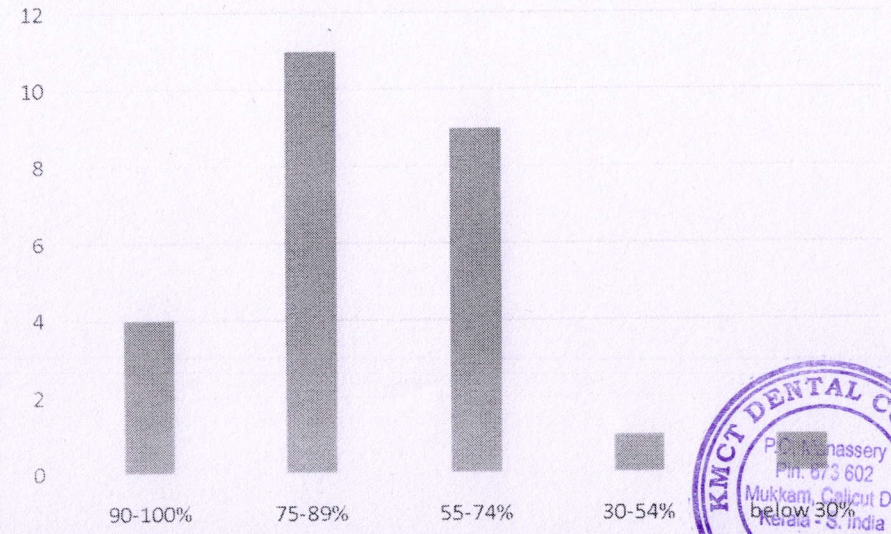
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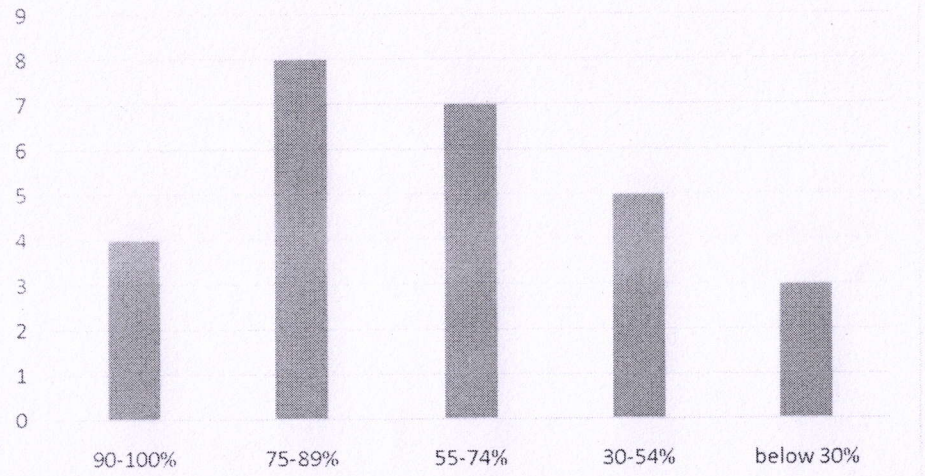
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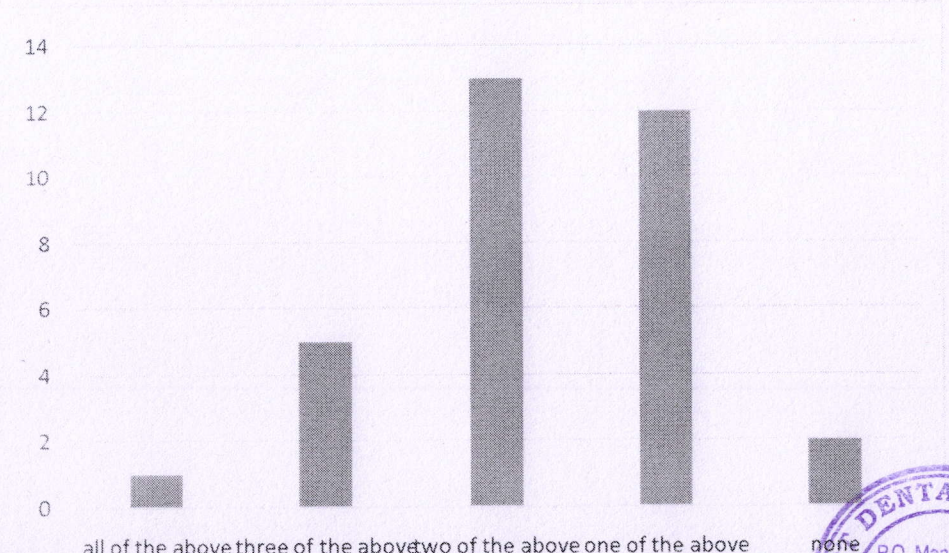
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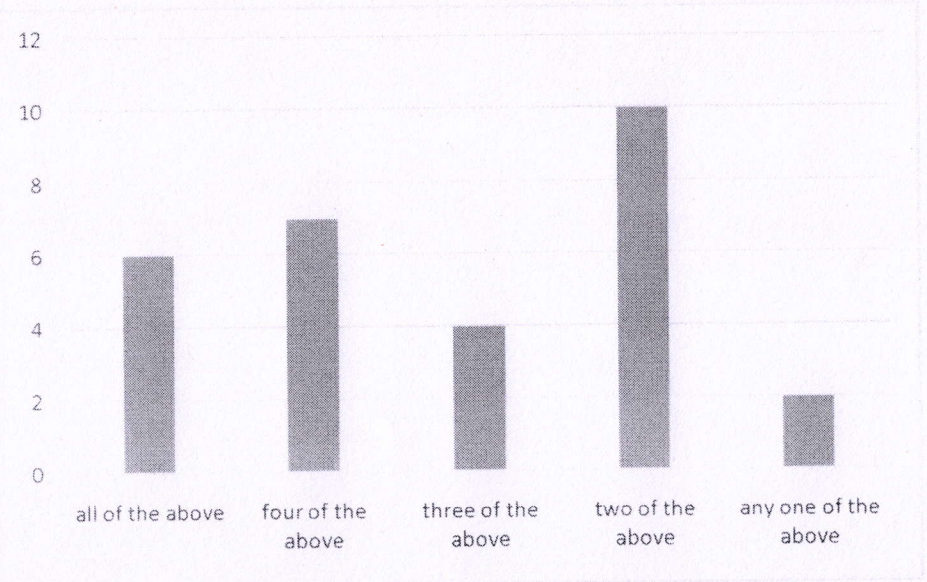
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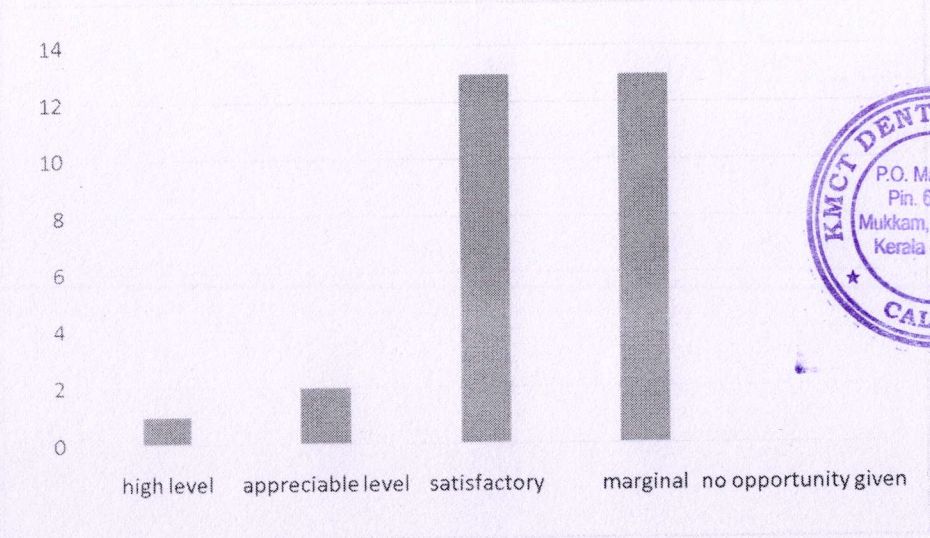
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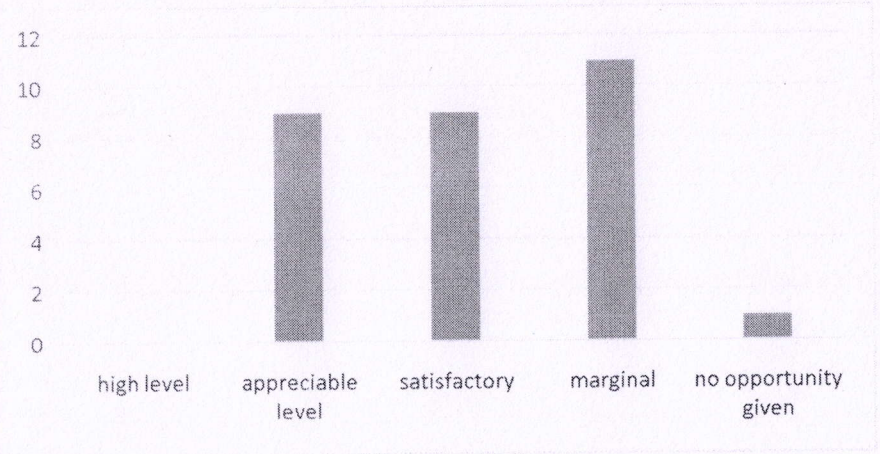
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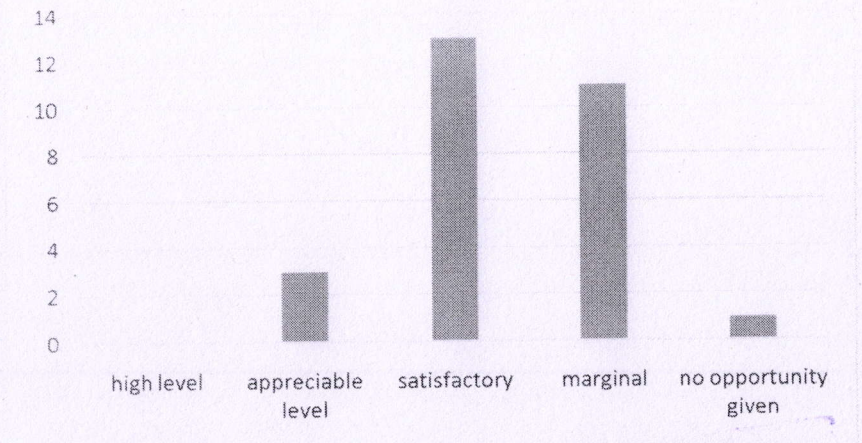
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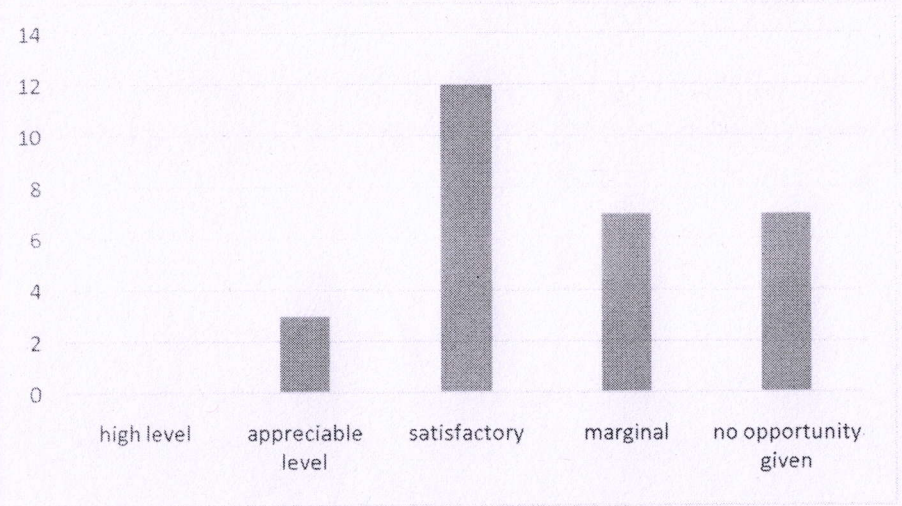
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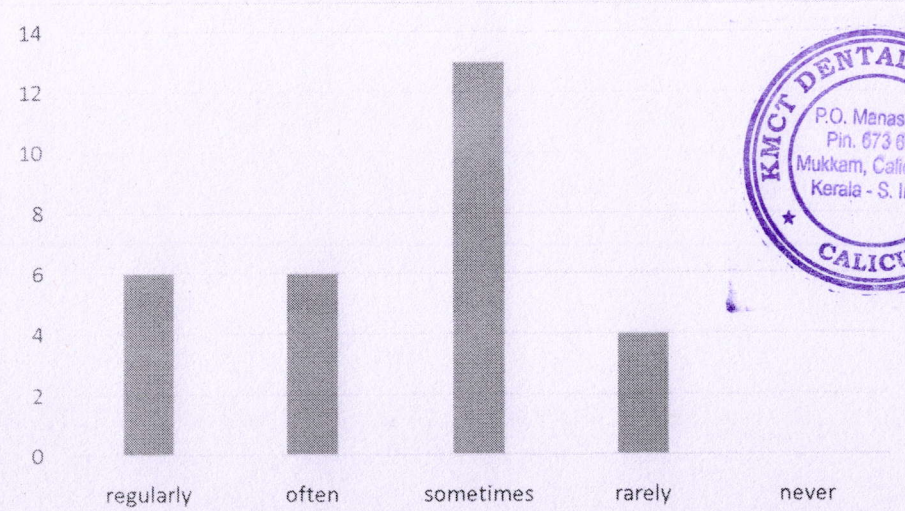
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19. Do your teachers enable you to identify your strengths and weaknesses and help you to develop your strengths and overcome your weaknesses by providing timely counseling and care?



20) Are you satisfied with the hostel/mess facilities provided by the institution?



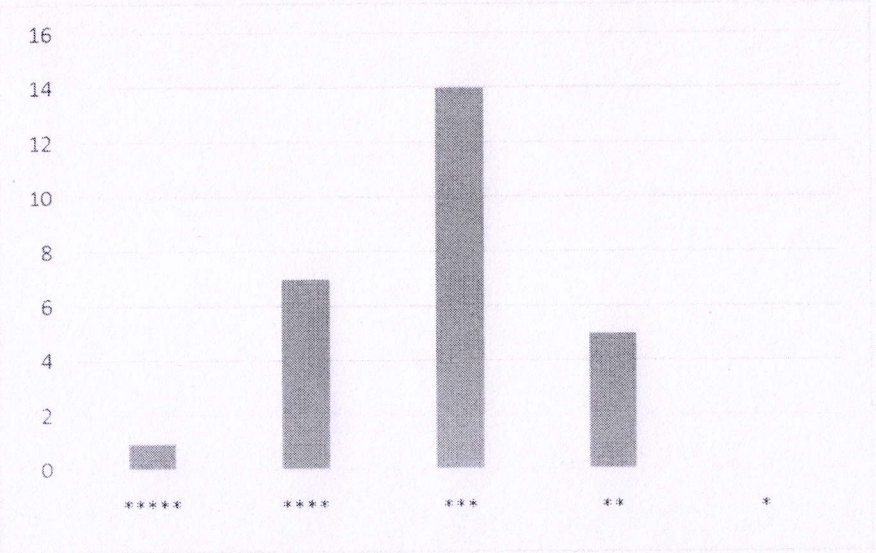
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21. If you were to award rating for your institution in terms of "stars" in relation to quality of teaching-learning and evaluation, what would be your rating?



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Feedback Analysis and Action Taken Report for the year 2020-21

The Feedback Analysis Committee under IQAC designs and collects feedback from its stakeholders to monitor and evaluate its performance quality on curriculum and curriculum related issues. The feedback forms were collected from students, staffs, intern's, alumni and parents. The feedback targets following different content for different stakeholders.

- For students, it addressed curriculum and its learning related issues in terms of quality, competence, skills and professionalism.

- For staffs, the feedback addressed issues like outcomes of the curriculum, relationship with course content and corresponding reference material, availability of reference materials in terms with curriculum, evaluation methods and curriculum delivery, etc.

. • For alumni, it aimed for responses on adequateness of courses curriculum, sufficiency of syllabus content in context of current professional standards and curriculum design in context of development of self-directed learning and problem solving approach.

Feedback analysis

- The data collected by the IQAC was sorted and consolidated for drafting the analysis report.
- The analysis is done yearly as well as parameter wise. The aspects pointed out by all stakeholders are consider with special care and attention.

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I: Feedback from Students on curriculum and course outcome:

1. Content of syllabi needs enhancement in terms of quality.
2. Applicability/relevance of curriculum in real life situations can be increased.
3. More practical training sessions are desired by the students.

Action taken

1. All the teachers were notified about the issue and they were encouraged and enriched the curriculum with more appropriate teaching-learning methods and techniques.
2. Formal instructions were circulated to all HODs through competent authority for addressing the issue of applicability of the curriculum and make necessary changes accordingly.
3. Formal instructions were circulated to all HODs through for addressing the issue of increasing practical training sessions and more of value added courses in each department.

Outcome

1. Subsequent application by teachers was observed and efforts were effective.
2. Staffs made efforts to relate the curriculum with real life situations.
3. Staffs paid more attention to practical sessions and made their teaching more experiential and implementing more value added courses.

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Feedback from Teachers

1. Suggested that syllabi should be need based
2. Teachers should have the freedom to adopt innovative techniques/strategies of teaching such as seminar presentations, group discussions, practical demonstrations etc.

Action taken

1. Formal instructions were circulated to all HODs for addressing the issues suggested by the teachers through feedback.
2. Formal instructions were circulated to all HODs through competent authority for addressing the issues suggested by the teachers through feedback

Outcome

1. The details of the feedback were received by the respective HODs and appropriate awareness was created
2. Teachers were encouraged to adopt more innovative techniques and strategies for teaching and to create a uniqueness in teaching and various clinical demonstrations.

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Feedback from Alumni

1. Evidence based practical demonstration
2. More exposure to field visits in curriculum

Action taken

1. Formal instructions were circulated to all HODs addressing the issue.
2. Department of PhD was notified about the issue and they were encouraged to have more field visits as a part of their curriculum.

Outcome

1. staffs paid more attention to have more field visits and thus gave exposure to students for field visits.
2. staffs paid more attention to give more attention for Evidence based practical education

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II. Feedback on Teaching, Learning, and Evaluation

1. Curriculum may be revised inclusion of new topics, flexibility in curriculum and need for skill oriented course was suggested.
2. Student Suggested the need for carrier guidance courses.
3. To create awareness among the students to publish articles.
4. Faculty student's interaction to be enhanced.

Action taken

1. Inclusion of new topics was discussed by the academic council and proposed to KUHS.
2. Carrier guidance programs were conducted and counselling cell support the development of soft and communication skills.
3. Seminar on how to write an article, plagiarism, impact factor was organised for students.
4. LMS through interactive activities which enable the mutual interaction between the faculty and student was encouraged.

III. Feedback on Research, Innovation, and Extensions by students, pgs. and staffs

Feedback

1. Impact factor journals may be listed out and access to journals to be made free.
2. Research quality may be enhanced by collaborative research with other institutions by signing more MOUs.

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3. Research activities may be strengthening by conducting more research, conventions and conferences.

Action taken

1. List of journals with impact factor was prepared by academic\c council and subject experts by each department, free access facility for faculty and research scholars to e journals through EBSCO
2. MOU agreement were signed with the university and deputed institutions to enrich research experience.
3. Enhance research activities were conducted on following topics on ethics and post research methods.

IV. Feedback on infrastructure and learning resources by students and staffs.

Feedback

1. Well-equipped laboratories with advance instruments can be made available.
2. Faculty student's interactions may be enhanced.
3. Smart class program may be made effective.
4. Library facility may be augmented to meet the current requirement of the students to enable efficient learning.

Action taken

1. Many sophisticated and advanced equipment were purchase to carry out active research to enhance the research outcomes of the institution.

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2. More interactive activities which enables the mutual interaction between faculty and students was encouraged, smart class rooms, video conferencing and mentor mentee system was made effective.
3. Library was equipped with and various knowledge portal facilities.
4.

V. Feedback on Student Support and Progression

Feedback

1. Refresher course to enrich the learning experience of the students may be organized.
2. Case study approach, group assignments, activities and projects to be given. may be introduced.

Action taken

1. Refresher course was conducted for interns.
2. Case study assignments were given to students. This helped them to acquire problem solving skills, Group studies and projects were introduced and interdepartmental projects were carried out.

VI. Feedback from Parents

Feedback

1. Make the teaching more practical based and interesting.
2. Knowledge to be imparted which will help them to face real life situations.
3. Social awareness and human values to be imparted to the students.

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Action taken

1. Certified courses and activity based learning were introduced.
2. Mini projects and individual presentations were encouraged and facilitated.
3. Social awareness program was organized with various lifelong learning and extension centers.

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Dr Manoj Kumar K P

IQAC chairman

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Dr Amith Adyanthaya

IQAC co-ordinator

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