



SGT UNIVERSITY



Shree Guru Gobind Singh Tricentenary University

Shree Guru Gobind Singh Tricentenary University
Budhera, Gurugram-Badli Road, Gurugram- 122505, Haryana, India.



FEEDBACK REPORT

Faculty of Applied & Basic Science



**Shree Guru Gobind Singh Tricentenary University,
SGT University, Budhera, Gurugram district,
Haryana, India,**

FEEDBACK 2024-2025

**Internal Quality Assurance Cell
Faculty of Applied & Basic Science
Feedback Analysis
2024-2025**



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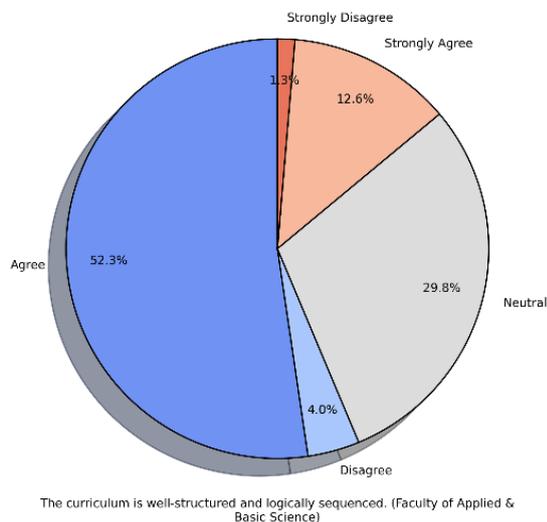
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Student's Feedback

Curriculum Design and Content

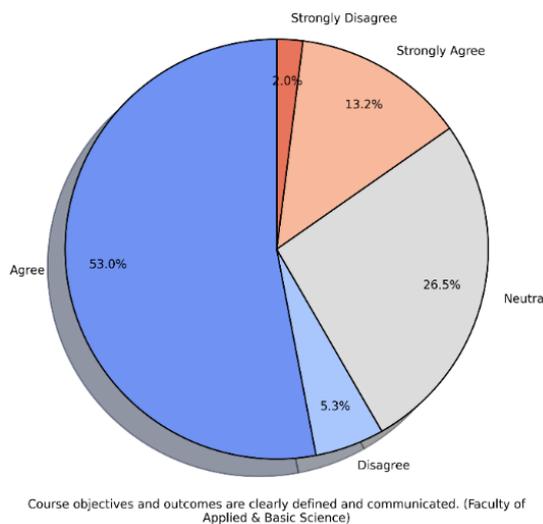
1. The curriculum is well-structured and logically sequenced.



Most students (over 80%) from the Faculty of Applied & Basic Sciences at SGT University rated the curriculum's structure and sequencing as either good (4 stars) or very good (5 stars). While a notable minority rated it as satisfactory (3 stars), only a small percentage gave it a poor rating (1 or 2 stars). This indicates that the curriculum is generally well-regarded in terms of its organization and flow.

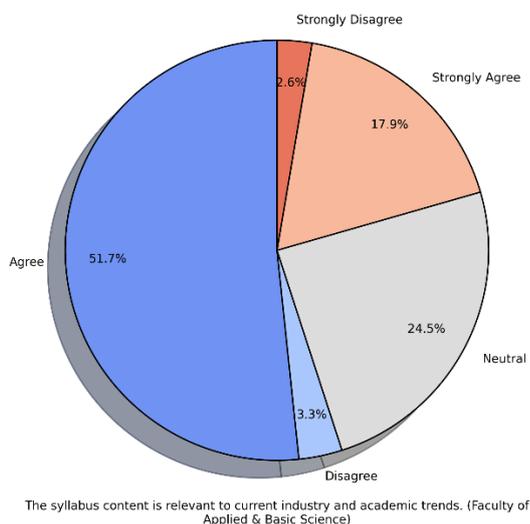
2. Course objectives and outcomes are clearly defined and communicated.

Most students (over 75%) at the Faculty of Applied & Basic Sciences rated the clarity of course objectives and outcomes as either good (4 stars) or excellent (5 stars), indicating that the curriculum's goals are clearly communicated and well-understood by the majority. While a smaller portion of students provided average or below-average ratings, these responses offer useful insights for fine-tuning clarity where needed. Overall, the overwhelmingly positive feedback—and the very low proportion of 1- and 2-star ratings—shows that the system is functioning effectively, with only minimal improvements required for a small segment of students.



3. The syllabus content is relevant to current industry and academic trends

Most students (over 75%) at the Faculty of Applied & Basic Science rated the syllabus's relevance to current industry and academic trends as either good (4 stars) or excellent (5 stars), reflecting a strongly positive perception. A smaller portion of students rated it as satisfactory (3 stars), and very few awarded lower ratings (1 or 2 stars). Overall, the feedback clearly indicates that the syllabus is well-aligned with current trends and is widely viewed as well-designed, relevant, and up to date.

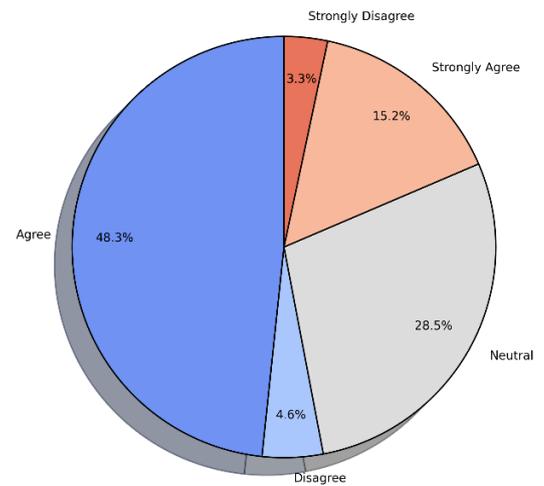


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4. The curriculum promotes critical thinking and problem-solving abilities.

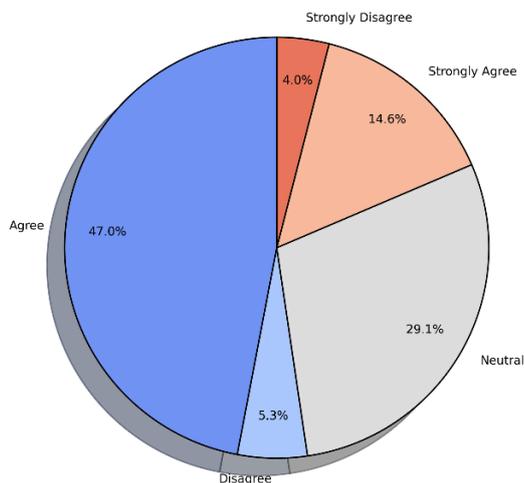
Most students (48.34%) rated the curriculum's effectiveness in promoting critical thinking and problem-solving as 4 out of 5 stars, indicating a generally positive perception. A significant portion (28.48%) gave it a 3-star rating, suggesting some areas for improvement. Fewer students gave it lower ratings (3.31% gave 1 star, and 4.64% gave 2 stars), while 15.23% gave the highest rating of 5 stars. Overall, the feedback shows that while the curriculum is largely seen as effective, there's room to enhance its ability to foster these crucial skills in a larger portion of the student



The curriculum promotes critical thinking and problem-solving abilities. (Faculty of Applied & Basic Science)

5. Curriculum is updated periodically to meet global and national standards.

Most students (47.02%) rated the curriculum's updates to meet global and national standards as 4 out of 5 stars, reflecting a strong and positive overall perception. Additionally, 14.57% of students awarded the highest rating of 5 stars, further reinforcing their appreciation for these updates. The remaining feedback, including the 3-star responses, offers useful insights for continued refinement. Overall, the responses indicate that the curriculum is largely viewed as well-aligned with global and national standards, with opportunities to further strengthen it based on student input.

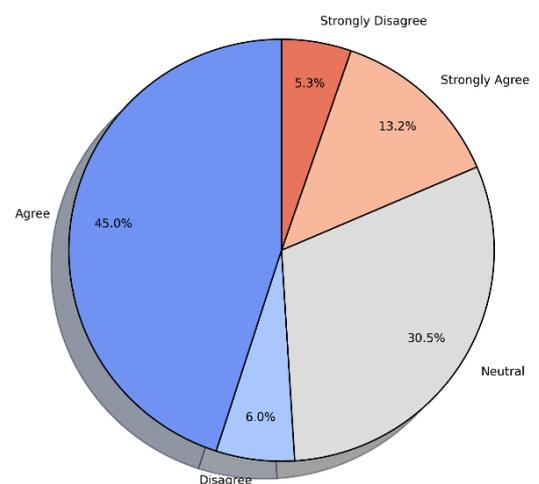


Curriculum is updated periodically to meet global and national standards. (Faculty of Applied & Basic Science)

Skill Development and Employability

1. Courses help in building employability and entrepreneurial skills.

Around 75% of students (combining 4- and 5-star ratings) at the Faculty of Applied & Basic Science felt that their courses were effective in developing employability and entrepreneurial skills, reflecting a strong overall perception. A considerable portion (30%) provided a neutral 3-star rating, offering helpful insights for further enhancement of these skill-building components. Only a small percentage (around 11%) gave lower ratings, indicating specific areas that can be strengthened. Overall, the feedback clearly leans positive, showing that the courses are generally contributing well to students' future career prospects while also highlighting opportunities for continued improvement.

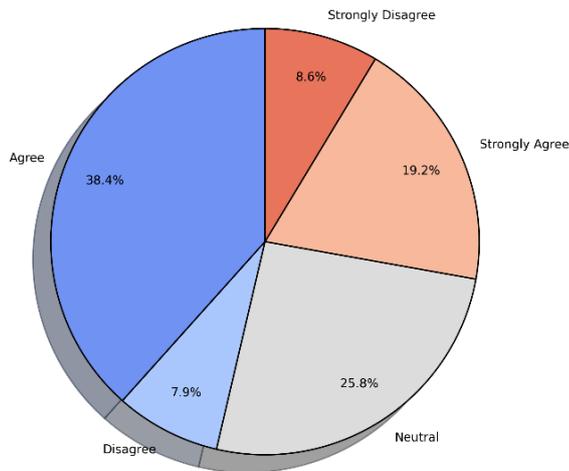


Courses help in building employability and entrepreneurial skills. (Faculty of Applied & Basic Science)

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2. Adequate industry exposure (internships, visits, projects) is part of the curriculum.

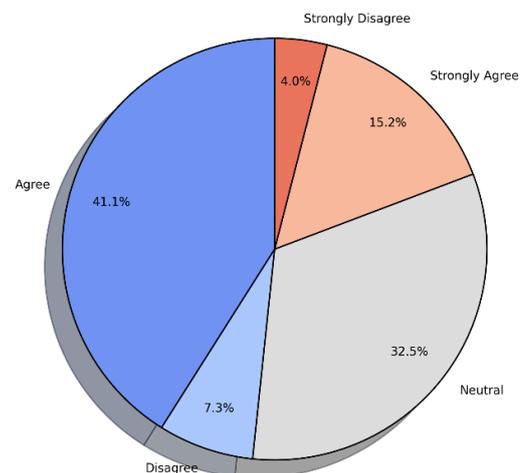


Adequate industry exposure (internships, visits, projects) is part of the curriculum. (Faculty of Applied & Basic Science)

Most students (38.41%) rated the amount of industry exposure in the curriculum as 4 out of 5 stars, reflecting a generally positive perception. Additionally, 19.21% of students awarded the highest rating of 5 stars, demonstrating that many value the industry engagement already offered. A notable portion (25.83%) provided a 3-star rating, offering useful insights for further enhancement. Lower ratings were given by only a small percentage of students (8.61% for 1 star and 7.95% for 2 stars). Overall, the feedback shows a clear leaning toward positive sentiment, with meaningful opportunities to further strengthen industry exposure in line with student expectations.

3. Skill-based courses align with the needs of the job market.

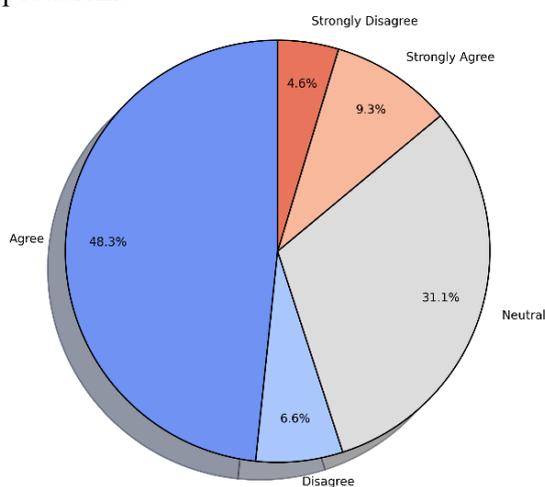
Most students (73.5% giving 3, 4, or 5-star ratings) felt that the skill-based courses offered at SGT University's Faculty of Applied & Basic Science are well-aligned with current job market needs. A large portion (41%) rated the alignment as good (4 stars), reflecting a strong level of satisfaction, while 32% provided a 3-star rating, offering useful insights for further strengthening industry relevance. Only a small percentage (around 11%) rated the alignment as poor (1 or 2 stars). Overall, the feedback indicates a broadly positive perception, with clear opportunities to further enhance the curriculum's alignment with evolving job market expectations.



Skill-based courses align with the needs of the job market. (Faculty of Applied & Basic Science)

4. The curriculum integrates ICT (Information and Communication Technology) tools.

Around 80% of students (combining 4- and 5-star ratings) feel that the Faculty of Applied & Basic Science at SGT University is doing a good to excellent job in integrating ICT tools into the curriculum. A notable portion (31%) provided a 3-star rating, offering useful insights for further enhancement. The relatively low proportion of 1- and 2-star ratings indicates that major concerns regarding ICT integration are minimal. Overall, the feedback reflects a strong and positive perception of ICT usage in the curriculum, with meaningful opportunities to further strengthen its implementation.



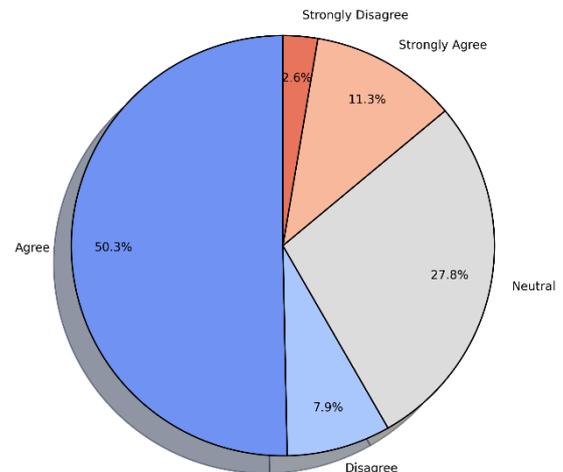
The curriculum integrates ICT (Information and Communication Technology) tools. (Faculty of Applied & Basic Science)

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5. The curriculum supports innovation, research, and start-up culture.

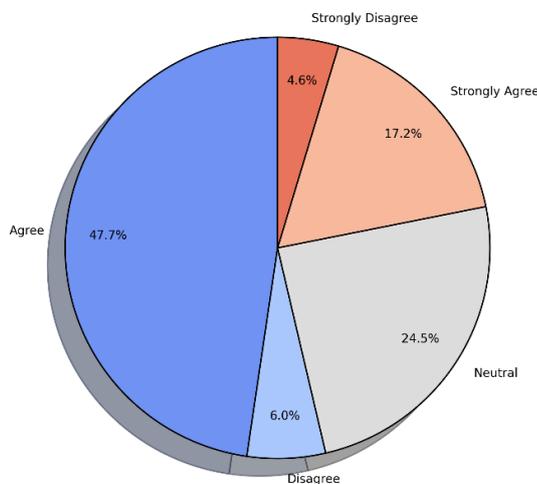
Most students (50.33%) rated the curriculum's support for innovation, research, and startups as 4 out of 5 stars, reflecting a strong and positive overall perception. Additionally, 27.81% of students provided a 3-star rating, indicating that they find this support satisfactory while also offering insights for further enhancement. A smaller proportion of students gave lower ratings, while 11.26% awarded the highest rating of 5 stars, demonstrating a segment of high appreciation. Overall, the feedback suggests that the curriculum is performing well in encouraging innovation and entrepreneurial activities, with meaningful opportunities to further strengthen these initiatives.



The curriculum supports innovation, research, and start-up culture. (Faculty of Applied & Basic Science)

NEP 2020 Integration & Multidisciplinary Approach

1. Curriculum includes flexibility for choosing electives/minor subjects

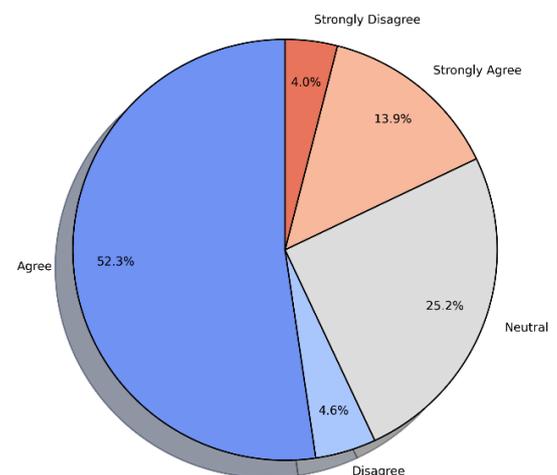


Curriculum includes flexibility for choosing electives/minor subjects. (Faculty of Applied & Basic Science)

Most students at the Faculty of Applied & Basic Science (47.7% giving 4 stars and 17.2% giving 5 stars) feel that the curriculum offers a good level of flexibility in choosing electives or minor subjects. Additionally, 24.5% rated it as average (3 stars), providing useful insights for further enhancement. Only a small proportion gave lower ratings, indicating that concerns are limited to a minority. Overall, the feedback reflects a largely positive perception of curricular flexibility, with opportunities to strengthen it even further based on student suggestions.

2. Interdisciplinary/multidisciplinary learning is encouraged.

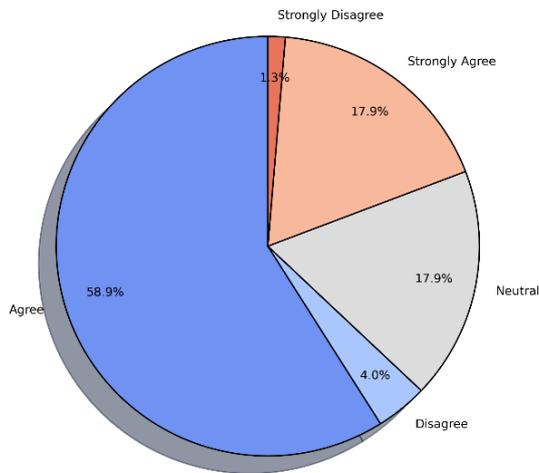
Most students at the Faculty of Applied & Basic Science, SGT University, feel that interdisciplinary and multidisciplinary learning is well-supported, with over 75% rating it either 4 or 5 stars. The strong proportion of high ratings reflects a clear appreciation for the opportunities provided. The neutral responses (around 25% giving 3 stars) offer helpful insights for further strengthening interdisciplinary collaboration. Very few students gave lower ratings (1 or 2 stars). Overall, the feedback indicates a broadly positive perception of interdisciplinary learning at the university, with scope for continued enhancement.



Interdisciplinary/multidisciplinary learning is encouraged. (Faculty of Applied & Basic Science)

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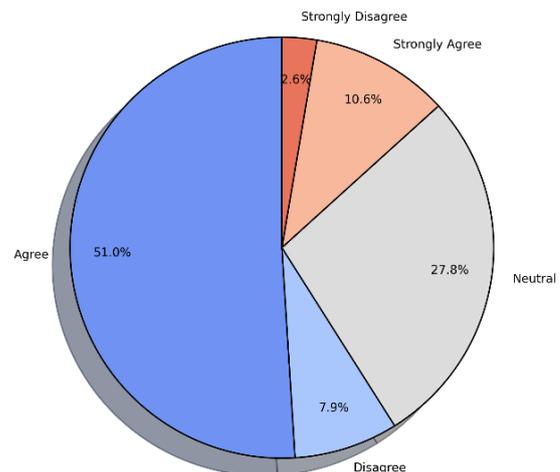
Skill and value-based education (ethics, environmental studies, etc.) is part of the syllabus. (Faculty of Applied & Basic Science)

3. Skill and value-based education (ethics, environmental studies, etc.) is part of the syllabus.

Most students (58.94%) at the Faculty of Applied & Basic Science, SGT University, strongly agree that skill- and value-based education—such as ethics and environmental studies—is a meaningful and beneficial part of the syllabus. A significant number of students (17.88%) awarded it the highest rating of 5 stars, further reinforcing this positive sentiment. Another group (17.88%) provided a 3-star rating, indicating general satisfaction with scope for further enhancement. Very few students gave lower ratings, suggesting that overall, this component of the curriculum is well-received and appreciated by the majority.

4. Local, national, and global issues are addressed through curriculum content.

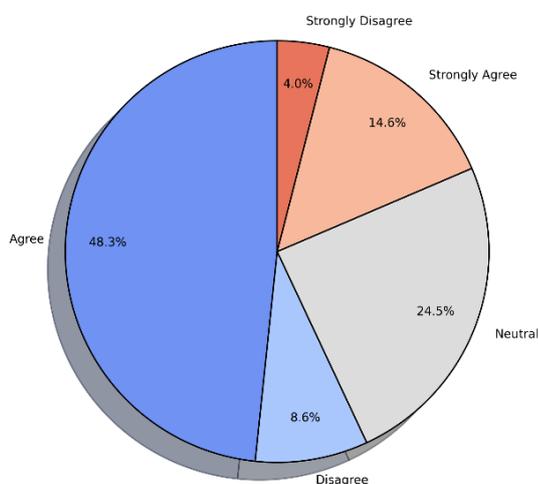
Most students (around 80%) at SGT University’s Faculty of Applied & Basic Science rated the curriculum’s coverage of local, national, and global issues as either good (4 stars) or very good (5 stars), reflecting a strong overall appreciation. A smaller portion provided a fair (3-star) rating, offering useful insights for continued enhancement, while very few students rated it lower. Overall, the feedback indicates that the curriculum effectively integrates these important themes, with opportunities to further strengthen this aspect based on the limited number of lower ratings.



Local, national, and global issues are addressed through curriculum content. (Faculty of Applied & Basic Science)

5. Curriculum offers opportunities for experiential learning (field work, practical’s, etc.).

Most students (48.34%) rated the curriculum’s experiential learning opportunities as 4 out of 5 stars, reflecting a broadly positive perception. An additional 14.57% awarded the highest rating of 5 stars, highlighting strong appreciation from a notable segment of students. The remaining feedback, including neutral and lower ratings, provides useful insights into how these opportunities can be further enriched. Overall, the responses indicate that experiential learning is functioning well for the majority, with meaningful scope to expand and enhance hands-on learning experiences even further.



Curriculum offers opportunities for experiential learning (field work, practical’s, etc.). (Faculty of Applied & Basic Science)

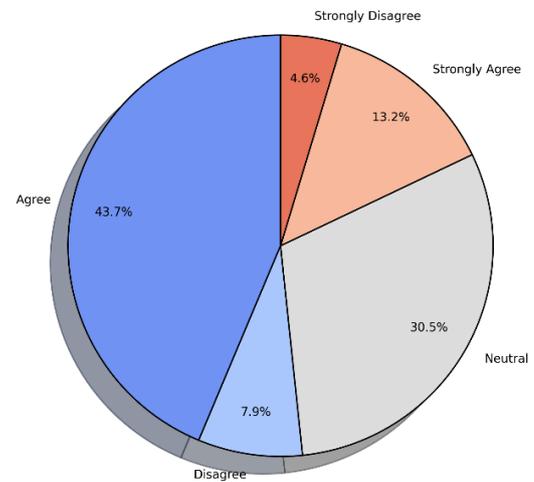
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Assessment and Academic Support

1. The evaluation system is transparent and fairly implemented.

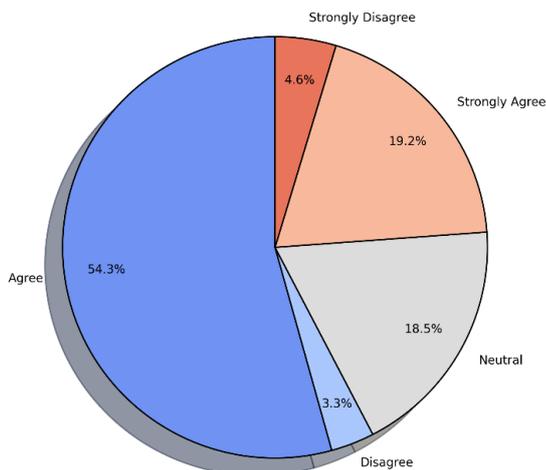
Most students (45.03%) rated the evaluation system as 4 out of 5 stars, reflecting a generally positive perception of its transparency and fairness. Additionally, 13.25% of students awarded it the highest rating of 5 stars, further supporting this positive view. The remaining feedback, including neutral and lower ratings, provides useful insights for continued enhancement. Overall, the majority of students view the system favourably, with opportunities to further strengthen transparency and fairness based on the responses from a smaller group of students.



The evaluation system is transparent and fairly implemented. (Faculty of Applied & Basic Science)

2. Curriculum provides adequate opportunities for internal assessments and feedback.

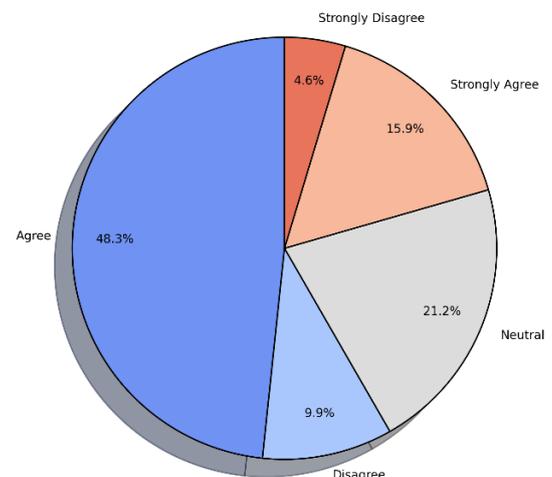
Most students (54.3%) from the Faculty of Applied & Basic Sciences at SGT University feel that the curriculum offers adequate opportunities for internal assessments and feedback, giving it a rating of 4 out of 5. Additionally, 19.21% of students rated it a full 5 stars, indicating strong satisfaction. However, a small portion (4.64%) gave it the lowest rating of 1 star. Overall, the responses reflect a positive perception of the assessment and feedback system, though the presence of lower ratings suggests that there is still room for further improvement.



Curriculum provides adequate opportunities for internal assessments and feedback. (Faculty of Applied & Basic Science)

3. Remedial and academic support is available for difficult subjects.

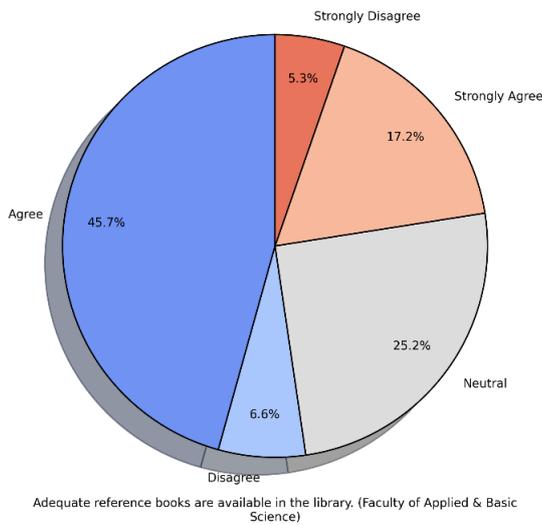
Most students (54.3%) from the Faculty of Applied & Basic Science at SGT University believe that the curriculum offers sufficient opportunities for internal assessments and feedback, rating it 4 out of 5. Additionally, 19.21% of students gave it a full 5-star rating, while only 4.64% rated it 1 star. Overall, the feedback indicates a largely positive perception, though a small proportion of students feel that assessment and feedback opportunities could be further enhanced.



Remedial and academic support is available for difficult subjects. (Faculty of Applied & Basic Science)

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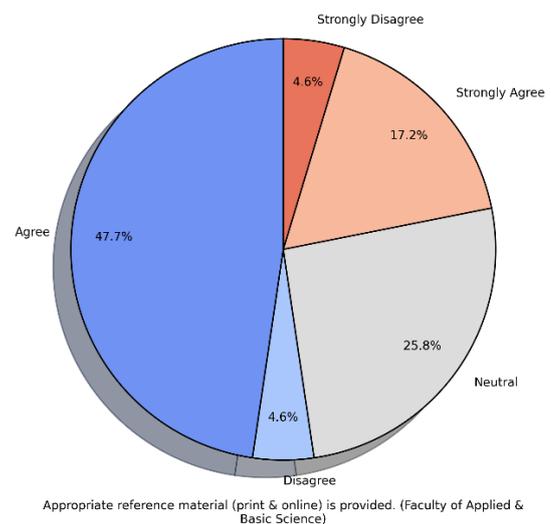


4. Adequate reference books are available in the library.

Most students at SGT University’s Faculty of Applied & Basic Science have expressed a strong positive perception of the library’s reference book availability. Nearly half (45.7%) rated it 4 out of 5 stars, and an encouraging 17.22% gave it a full 5-star rating. Additionally, 25.17% rated it 3 stars, showing that a large majority finds the resources satisfactory. Only a small percentage gave lower ratings, indicating that while the library is performing well, there are still opportunities to expand and enrich the collection further. Overall, the feedback highlights that the library is meeting the academic needs of most students effectively.

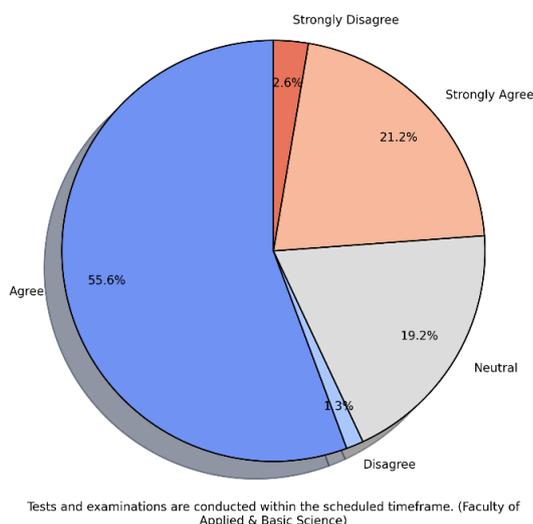
5. Appropriate reference material (print & online) is provided.

Most students at the Faculty of Applied & Basic Science, SGT University, expressed a highly positive perception of the availability of appropriate reference materials, both in print and online. Over 73% of students rated the resources as either good (4 stars) or excellent (5 stars), reflecting strong satisfaction with the support provided. A notable 25.83% offered a neutral rating (3 stars), indicating a balanced view, while only a very small percentage rated the resources lower. Overall, the feedback highlights that students find the reference materials accessible, useful, and supportive of their academic needs.



6. Tests and examinations are conducted within the scheduled timeframe.

Most students at the Faculty of Applied & Basic Science, SGT University expressed strong satisfaction with the adherence to scheduled test and examination timeframes. A majority (55.63%) rated it 4 out of 5 stars, and an additional 21.19% awarded the highest rating of 5 stars—showing high confidence in the timely conduct of assessments. Only about 20% of students rated it 3 stars or below, indicating that while the overall system is functioning efficiently and meeting expectations, there are small opportunities for further enhancement based on minority feedback.

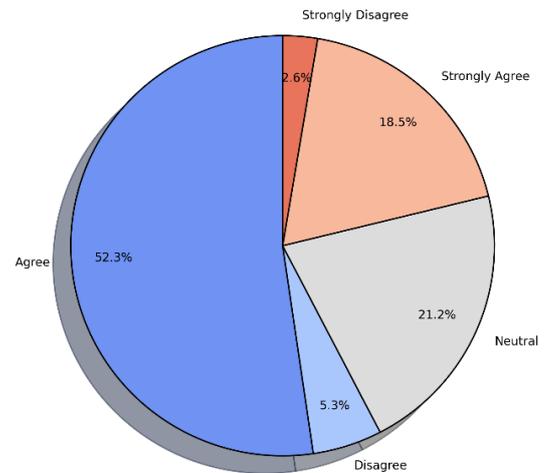


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7. Examination and evaluation pattern of the university is satisfactory.

Most students at SGT University's Faculty of Applied & Basic Science view the examination and evaluation pattern positively, with over 70% giving it a 4 or 5-star rating. This strong majority reflects a high level of satisfaction and confidence in the current assessment system. While around 28% of students rated it 3 stars or below, indicating a scope for enhancement, the overall feedback highlights that the existing examination and evaluation processes are largely effective and well-received by the student community.

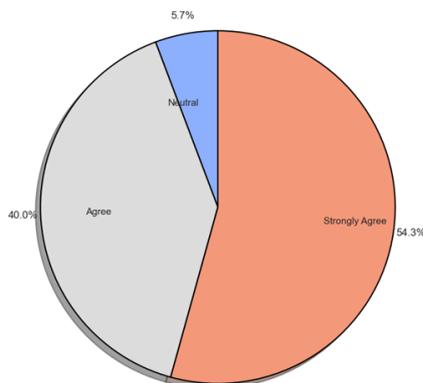


Examination and evaluation pattern of the university is satisfactory. (Faculty of Applied & Basic Science)

Teacher's Feedback

Curriculum Design & Delivery

1. The curriculum is well-structured and aligned with program objectives.

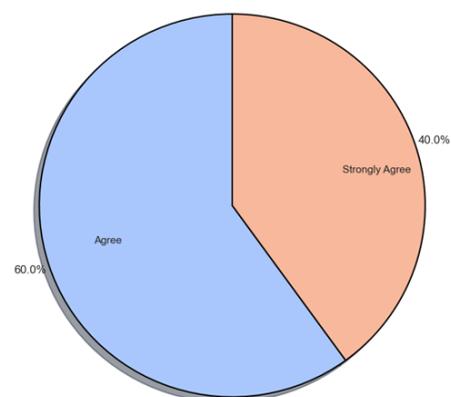


The curriculum is well-structured and aligned with program objectives. (Faculty of Applied & Basic Science)

The feedback from Faculty of Applied & Basic Science teachers at SGT University overwhelmingly indicates a positive perception of the curriculum's structure and alignment with program objectives. While a small percentage (5.71%) gave a 3-star rating, the vast majority rated it highly, with 40% giving 4 stars and a significant 54.29% awarding the highest 5-star rating. This suggests a strong level of satisfaction with the curriculum's design and its effectiveness in achieving its intended learning outcomes.

2. Curriculum includes sufficient interdisciplinary components

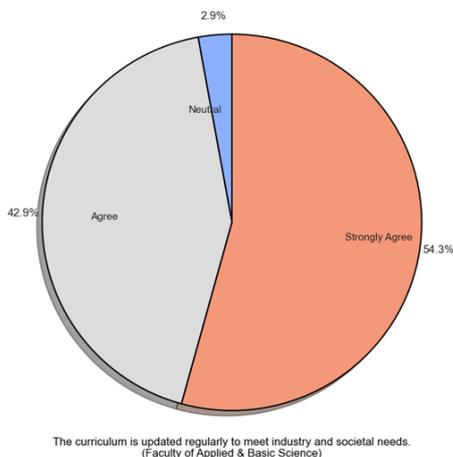
The feedback from Faculty of Applied & Basic Science teachers at SGT University indicates a largely positive perception of the curriculum's interdisciplinary components. While a significant majority (60%) rated the inclusion of interdisciplinary elements as 4 out of 5 stars, a further 40% gave the highest possible rating of 5 stars. This suggests a generally high level of satisfaction with the current curriculum's interdisciplinary approach, though there is room for improvement as indicated by the absence of perfect scores.



Curriculum includes sufficient interdisciplinary components. (Faculty of Applied & Basic Science)

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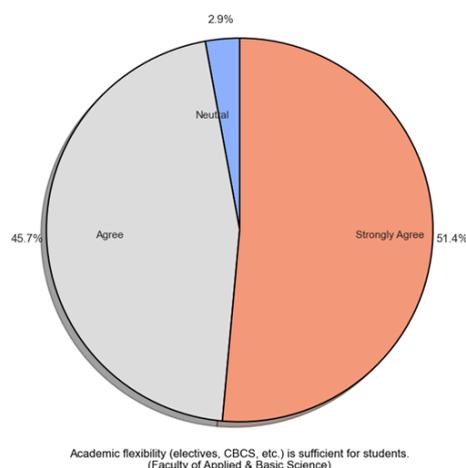


3. The curriculum is updated regularly to meet industry and societal needs

The overwhelming majority of teachers at SGT University's Faculty of Applied & Basic Science (87.15%) rate the curriculum's alignment with industry and societal needs as either 4 or 5 stars, indicating a high level of satisfaction with its currency and relevance. While a small percentage (2.86%) provided a 3-star rating, the data strongly suggests that the curriculum update process effectively meets the needs of the faculty and reflects current demands.

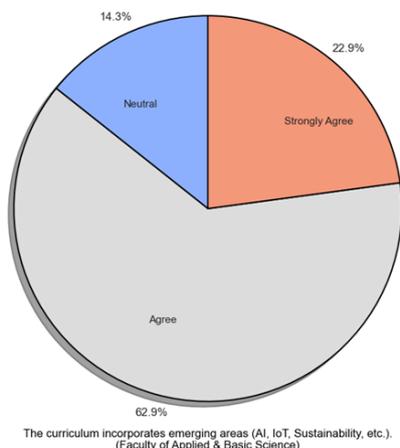
4. Academic flexibility (electives, CBCS, etc.) is sufficient for students.

The overwhelming majority of Faculty of Applied & Basic Science teachers at SGT University (97.14%) rate the academic flexibility offered to students, encompassing electives and the CBCS system, as either good (4 stars) or excellent (5 stars). While a small percentage (2.86%) gave a neutral rating of 3 stars, the data strongly indicates a high level of satisfaction among faculty regarding the current system's ability to provide sufficient academic flexibility for students.



5. The curriculum incorporates emerging areas (AI, IoT, Sustainability, etc.).

Faculty feedback on curriculum incorporation of emerging areas like AI, IoT, and sustainability reveals overwhelmingly positive sentiment. While a small percentage (14.29%) gave a neutral 3-star rating, the vast majority of teachers (85.72%) rated it highly, with 62.86% giving 4 stars and 22.86% awarding the top 5-star rating. This indicates strong satisfaction with the curriculum's relevance and forward-thinking approach in integrating these crucial emerging fields.

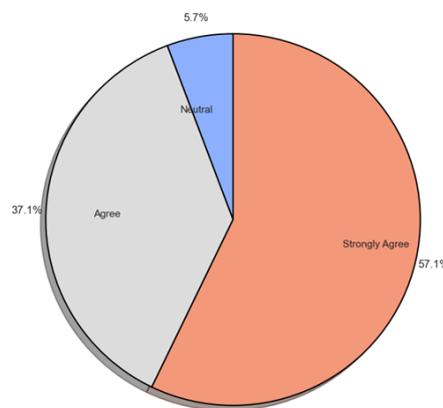


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6. Skill-based and value-added courses are well-integrated into the curriculum.

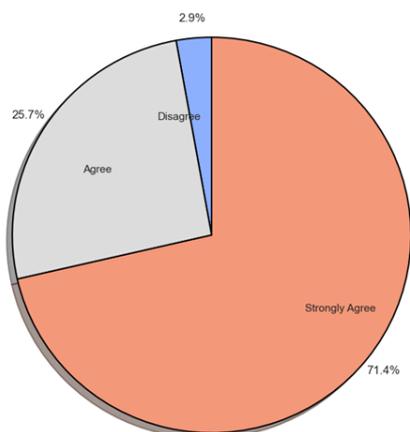
The feedback from Faculty of Applied & Basic Science teachers at SGT University overwhelmingly indicates a high degree of satisfaction with the integration of skill-based and value-added courses into the curriculum. While a small percentage gave a 3-star rating (5.71%), the vast majority rated the integration highly, with 37.14% giving 4 stars and a significant 57.14% awarding the highest 5-star rating, suggesting a strong positive perception of the curriculum's effectiveness in incorporating practical and valuable skills.



Skill-based and value-added courses are well-integrated into the curriculum. (Faculty of Applied & Basic Science)

7. Internships, projects, and field work are effectively embedded in the syllabus.

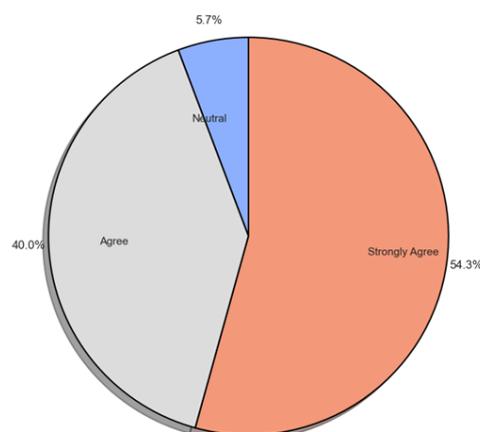
The overwhelmingly positive feedback from SGT University's Faculty of Applied & Basic Science teachers indicates a high level of satisfaction with the integration of internships, projects, and fieldwork into the curriculum. While a small percentage gave a 2-star rating (2.86%), the vast majority awarded 4 or 5 stars (25.71% and 71.43%, respectively), demonstrating that these experiential learning components are highly effective and well-received within the syllabus. The data strongly suggests a successful implementation of hands-on learning opportunities.



Internships, projects, and field work are effectively embedded in the syllabus. (Faculty of Applied & Basic Science)

8. Pedagogical innovations (ICT tools, experiential learning, flipped classroom) are encouraged

The feedback from SGT University's Faculty of Applied & Basic Science teachers overwhelmingly indicates a positive perception of the encouragement of pedagogical innovations like ICT tools, experiential learning, and flipped classrooms. While a small percentage gave a 3-star rating (5.71%), the vast majority awarded 4 or 5 stars (40% and 54.29% respectively), demonstrating strong support and satisfaction with the institution's efforts in promoting these modern teaching approaches. This suggests a generally successful implementation and positive impact of these initiatives on teaching practices within the faculty.



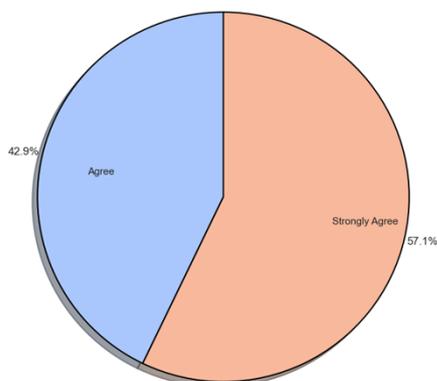
Pedagogical innovations (ICT tools, experiential learning, flipped classroom) are encouraged. (Faculty of Applied & Basic Science)

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Teaching-Learning and Evaluation

1. The teaching-learning process is student-centric and participative.

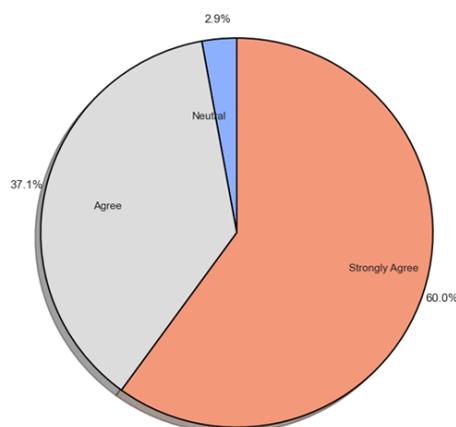


The teaching-learning process is student-centric and participative. (Faculty of Applied & Basic Science)

The feedback from Faculty of Applied & Basic Science teachers at SGT University overwhelmingly indicates a positive perception of the teaching-learning process. A significant majority (57.14%) rated the process as excellent (5 stars), with an additional 42.86% giving a very positive rating (4 stars). This suggests a largely student-centric and participative learning environment is successfully implemented within the faculty.

2. The evaluation process is fair, transparent, and outcome based

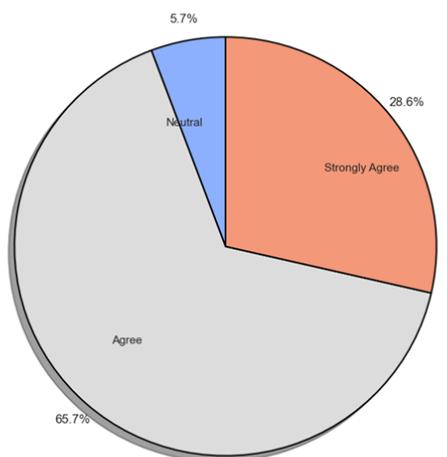
The overwhelming majority of teachers at the Faculty of Applied & Basic Science, SGT University, rate the evaluation process as excellent (60% gave it 5 stars), with a further 37% giving it a positive 4-star rating. Only a small fraction (2.86%) provided a 3-star rating, indicating that the current system is largely perceived as fair, transparent, and outcome-based. This highly positive feedback suggests a strong level of satisfaction with the evaluation process among the teaching staff.



The evaluation process is fair, transparent, and outcome based. (Faculty of Applied & Basic Science)

3. Remedial classes and academic support are available for slow learners

The overwhelming majority of teachers at the Faculty of Applied & Basic Science, SGT University (65.71%), rated the availability of remedial classes and academic support for slow learners as 4 out of 5 stars, indicating a high level of satisfaction. While a smaller percentage provided 5-star ratings (28.57%), suggesting some excellence in the provision of support, a relatively small portion (5.71%) gave a 3-star rating, hinting at areas for potential improvement or minor concerns among a small subset of respondents. Overall, the feedback reveals a largely positive perception of the support systems in place for slow learners.



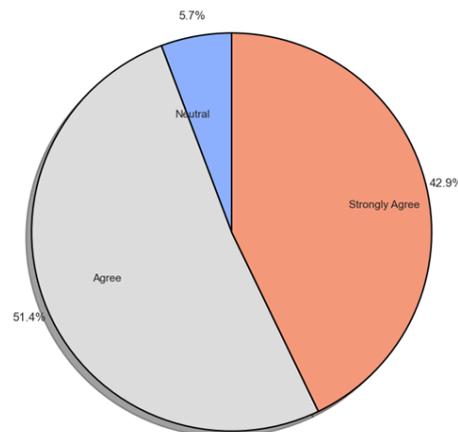
Remedial classes and academic support are available for slow learners. (Faculty of Applied & Basic Science)

Faculty of Applied & Basic Science Feedback Analysis

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4. Advanced learners are encouraged with additional learning opportunities.

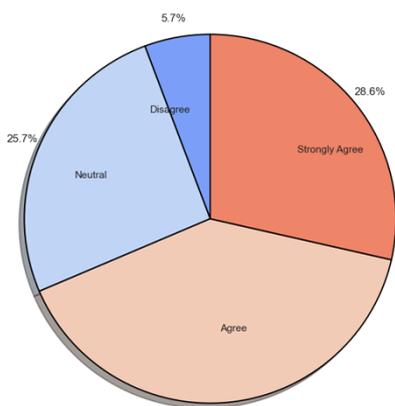
The overwhelming majority of teachers at the Faculty of Applied & Basic Science, SGT University, rate the encouragement of advanced learners with additional learning opportunities very highly. While a small percentage gave a 3-star rating (5.71%), the vast majority awarded either 4 stars (51.43%) or 5 stars (42.86%), indicating a strong positive perception of the university's support for advanced students. This suggests a generally effective system is in place for providing enriching experiences to high-achieving learners.



Advanced learners are encouraged with additional learning opportunities. (Faculty of Applied & Basic Science)

Research, Development & Extension

1. Adequate facilities and support are available for research activities.

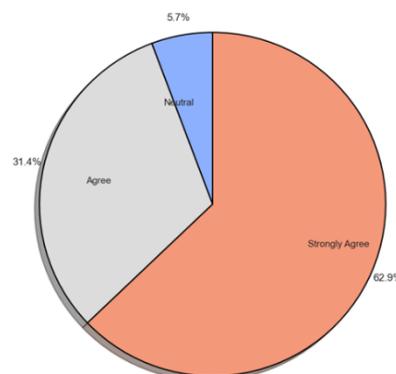


Adequate facilities and support are available for research activities. (Faculty of Applied & Basic Science)

The feedback from teachers at the Faculty of Applied & Basic Science regarding research facilities and support reveals a generally positive but somewhat uneven assessment. While a significant majority (68.57%) rated the availability of facilities and support as either 4 or 5 stars, indicating a satisfactory or excellent level, a considerable portion (31.42%) gave lower ratings of 2 or 3 stars, suggesting room for improvement in providing adequate resources and support for research activities. The prevalence of 4-star ratings indicates that while many are satisfied, there's potential for enhancing the research infrastructure and support systems to achieve universal high satisfaction.

2. There is encouragement for publishing in reputed journals and conferences.

The feedback from Faculty of Applied & Basic Science teachers at SGT University overwhelmingly indicates strong encouragement for publishing in reputed journals and conferences. While a small percentage gave a 3-star rating (5.71%), the vast majority provided positive ratings, with over 62% awarding the highest 5-star rating and a further 31% giving 4 stars. This suggests a prevalent and highly positive perception of the institution's support for academic publishing.

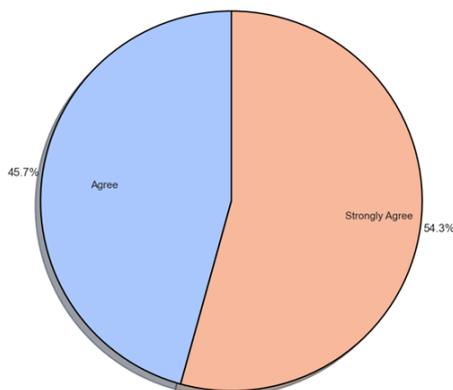


There is encouragement for publishing in reputed journals and conferences. (Faculty of Applied & Basic Science)

Faculty of Applied & Basic Science Feedback Analysis

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3. The institution supports participation in FDPs, workshops, and conferences

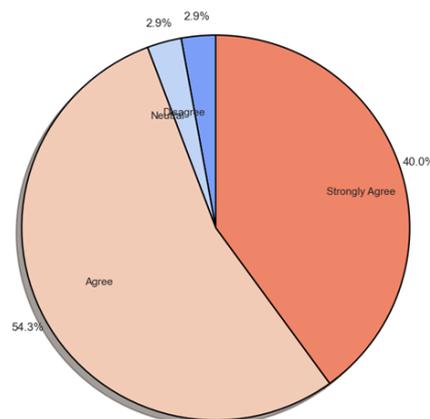


The institution supports participation in FDPs, workshops, and conferences. (Faculty of Applied & Basic Science)

Faculty of Applied & Basic Science teachers at SGT University overwhelmingly rate the institution's support for participation in faculty development programs (FDPs), workshops, and conferences highly. A significant majority (54.29%) gave a 5-star rating, indicating strong satisfaction with the support provided, while the remaining 45.71% gave a 4-star rating, still demonstrating a positive overall assessment of institutional support in this area. The results suggest a generally positive perception of the institution's commitment to faculty professional development

4. Collaborations with industries/institutions for research and training are adequate.

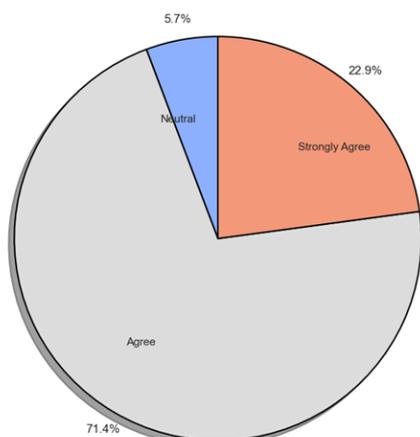
Teacher feedback on industry/institutional collaborations for research and training at SGT University's Faculty of Applied & Basic Science reveals a largely positive perception. While a small percentage rated the collaborations as only 2 or 3 stars, a significant majority (over 94%) rated them as 4 or 5 stars, indicating a strong level of satisfaction with the existing collaborations. The relatively even distribution between 4 and 5-star ratings suggests room for minor improvement, but overall, the collaborations are considered highly adequate by the teaching staff



Collaborations with industries/institutions for research and training are adequate. (Faculty of Applied & Basic Science)

Infrastructure and Faculties

1. The campus infrastructure (classrooms, labs, library, etc.) is well-maintained.



The campus infrastructure (classrooms, labs, library, etc.) is well-maintained. (Faculty of Applied & Basic Science)

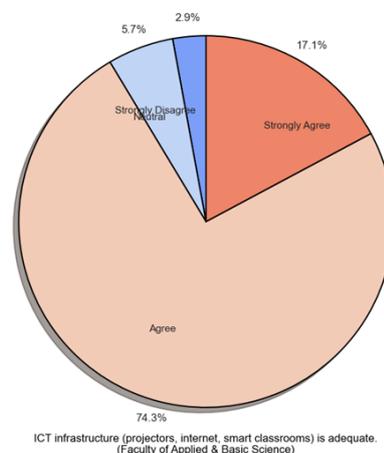
The overwhelming majority of teachers (71.43%) at the Faculty of Applied & Basic Science, SGT University, rated the campus infrastructure as 4 out of 5 stars, indicating a high level of satisfaction with the maintenance of classrooms, labs, and the library. A smaller proportion gave it 5 stars (22.86%), suggesting excellent maintenance in some areas, while a very small fraction (5.71%) provided a 3-star rating, implying areas for potential improvement. Overall, the feedback strongly suggests that the campus infrastructure is well-maintained and generally receives positive appraisal from the faculty

Faculty of Applied & Basic Science Feedback Analysis

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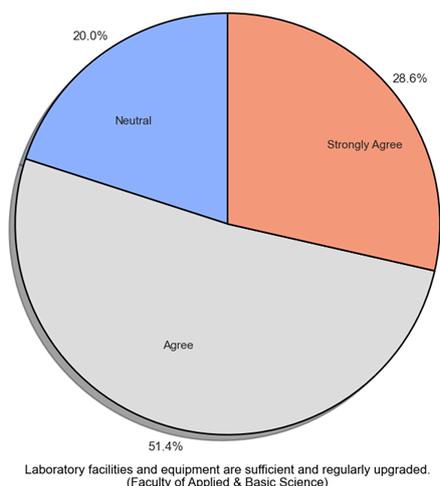
2. ICT infrastructure (projectors, internet, smart classrooms) is adequate.

The feedback from teachers at SGT University's Faculty of Applied & Basic Science overwhelmingly indicates a high level of satisfaction with the ICT infrastructure. A significant majority (74.29%) rated the adequacy of projectors, internet, and smart classrooms as 4 out of 5 stars, demonstrating widespread approval. While a smaller percentage gave 3-star and 5-star ratings, the very low number of 1-star ratings suggests that concerns regarding ICT infrastructure are minimal and the current provision is largely effective.



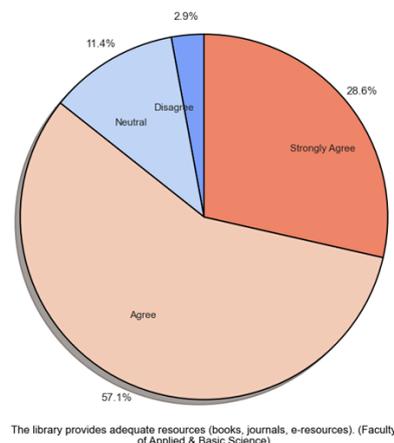
3. Laboratory facilities and equipment are sufficient and regularly upgraded.

The feedback on laboratory facilities and equipment at the Faculty of Applied & Basic Science, SGT University, reveals generally positive sentiment, with a majority of teachers (51.43%) rating them as 4 out of 5 stars. While a significant portion (28.57%) gave the highest rating of 5 stars, indicating satisfaction with sufficiency and regular upgrades, a smaller group (20%) rated them as 3 stars, suggesting room for improvement in certain areas. Overall, the results indicate a relatively high level of satisfaction with the current state of laboratory resources, though some further enhancements might be considered to address the concerns of the minority.



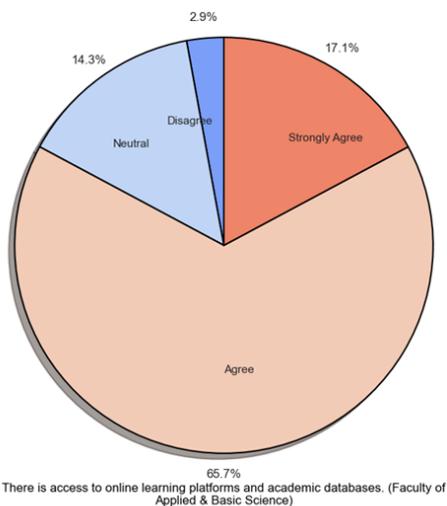
4. The library provides adequate resources (books, journals, e-resources).

The feedback indicates a largely positive perception of the library's resources among Faculty of Applied & Basic Science teachers at SGT University. While a minority rated the resources as only 2 or 3 stars (representing 14.29% of responses), a significant majority (85.71%) rated them as 4 or 5 stars, demonstrating considerable satisfaction with the availability and adequacy of books, journals, and electronic resources. The high proportion of 4-star ratings suggests that while generally pleased, some teachers might still see room for improvement or expansion of resources.



Faculty of Applied & Basic Science Feedback Analysis

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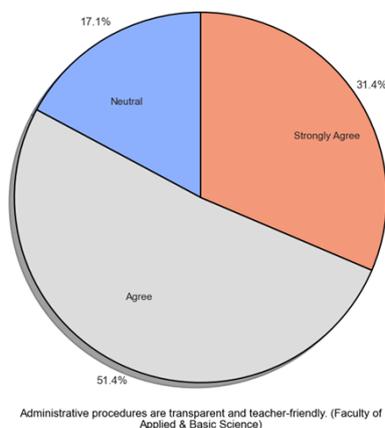
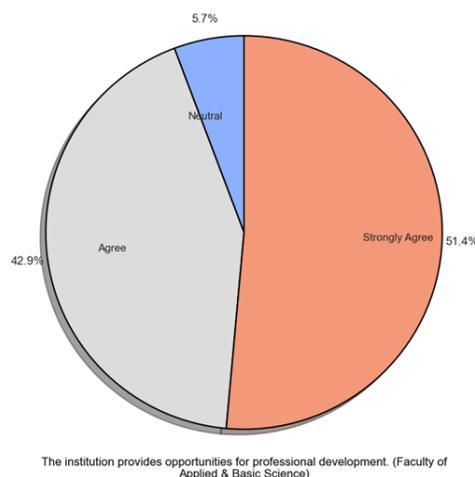
5. There is access to online learning platforms and academic databases.

The overwhelming majority of teachers (82.85%) at the Faculty of Applied & Basic Science, SGT University, rate access to online learning platforms and academic databases as either 4 or 5 stars, indicating a high level of satisfaction with the available resources. While a smaller proportion provided 2 and 3-star ratings (17.15%), the significantly higher prevalence of positive feedback suggests that these resources are generally well-regarded and effectively support teaching and research activities within the faculty.

Institutional Governance & Support

1. The institution provides opportunities for professional development.

The overwhelming majority of teachers at the Faculty of Applied & Basic Science, SGT University, rate the institution highly regarding professional development opportunities. While a small percentage gave a 3-star rating (5.71%), the vast majority provided 4-star (42.86%) and 5-star (51.43%) ratings, indicating a strong perception of ample support and resources for professional growth within the institution. This suggests a positive and supportive environment for faculty development.



2. Administrative procedures are transparent and teacher-friendly.

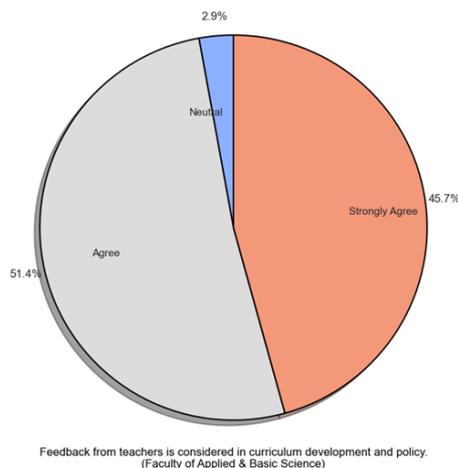
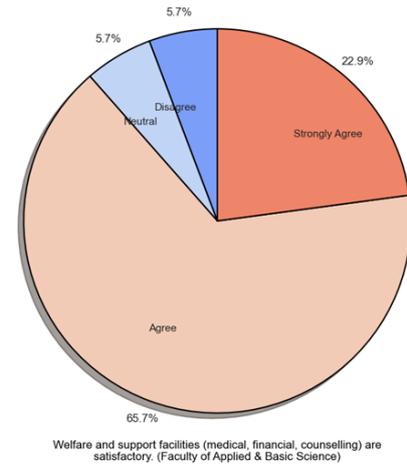
The feedback from teachers at SGT University's Faculty of Applied & Basic Science indicates a largely positive perception of administrative procedure transparency and user-friendliness. While a minority rated the procedures as average (3 stars), the majority found them good (4 stars) or excellent (5 stars), suggesting that the university's administrative processes are generally well-received and considered teacher-friendly, although there's room for improvement based on the 17% giving a 3-star rating

Faculty of Applied & Basic Science Feedback Analysis

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3. Welfare and support facilities (medical, financial, counselling) are satisfactory

The overwhelming majority of teachers (65.71%) at the Faculty of Applied & Basic Science, SGT University, rated welfare and support facilities as satisfactory (4 stars), indicating a generally positive perception. While a smaller but notable portion (22.86%) gave the highest rating (5 stars), a small percentage provided lower ratings of 2 and 3 stars (5.71% each), suggesting that there's room for improvement to address the concerns of a minority of teachers regarding these facilities.



4. Feedback from teachers is considered in curriculum development and policy

Teacher feedback at SGT University's Faculty of Applied & Basic Science regarding the incorporation of their input into curriculum development and policy is overwhelmingly positive. While a small percentage (2.86%) gave a 3-star rating, the vast majority (97.14%) rated it 4 stars or 5 stars, indicating a strong perception that their feedback is valued and actively used in shaping the university's academic direction. This suggests a healthy and responsive feedback loop between faculty and administration.

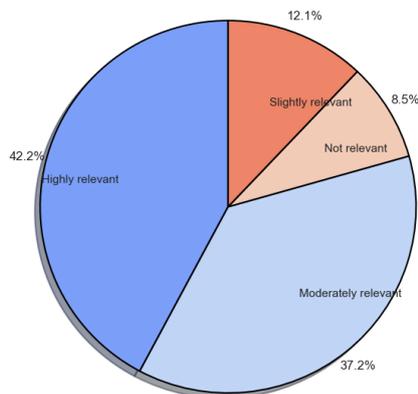
Faculty of Applied & Basic Science Feedback Analysis

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Alumni Feedback

Feedback on Curriculum

1. How relevant was the curriculum to your current job or career?

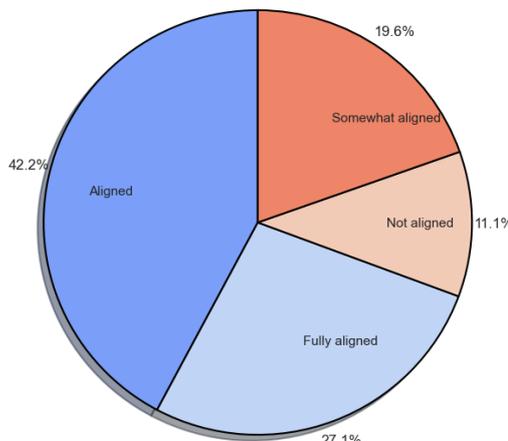


How relevant was the curriculum to your current job or career? (Alumni)

The SGT University alumni feedback shows that the curriculum is largely relevant to their current jobs. A significant majority (almost 80%) found it either highly or moderately relevant, indicating a strong connection between their education and professional lives. While a smaller portion felt it was only slightly relevant, and a small minority found it not relevant at all, the overall response suggests the university's curriculum is generally effective in preparing students for their careers.

2. How well did the curriculum align with current industry standards?

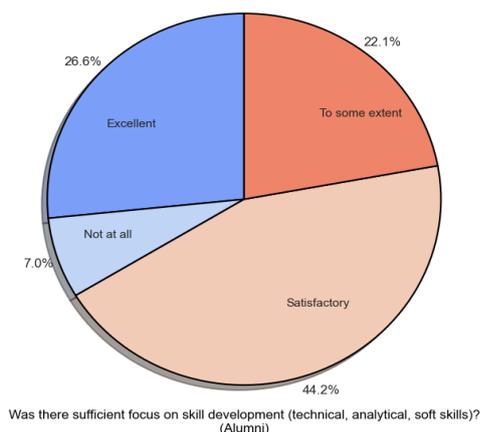
SGT University alumni feedback shows that a significant majority (almost 70%) felt the curriculum was either aligned or fully aligned with current industry standards. While a smaller portion (around 20%) felt it was only somewhat aligned, a relatively small percentage (about 11%) felt the curriculum wasn't aligned at all. This suggests a generally positive perception of curriculum relevance, though there's room for improvement to ensure even stronger alignment with industry needs for all students.



How well did the curriculum align with current industry standards? (Alumni)

3. Was there sufficient focus on skill development (technical, analytical, soft skills)?

SGT University alumni feedback shows a generally positive, but mixed, view on skill development. While a significant portion (44.22%) found the focus satisfactory, a considerable number (26.63%) rated it excellent. However, a notable minority (22.11%) felt skill development was only addressed to some extent, and a small percentage (7.04%) felt it was insufficient. Overall, the feedback suggests that while many alumni are pleased with skill development, there's room for improvement to ensure all students feel adequately prepared.



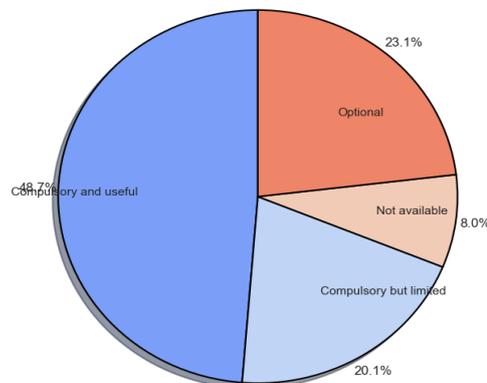
Was there sufficient focus on skill development (technical, analytical, soft skills)? (Alumni)

Faculty of Applied & Basic Science Feedback Analysis

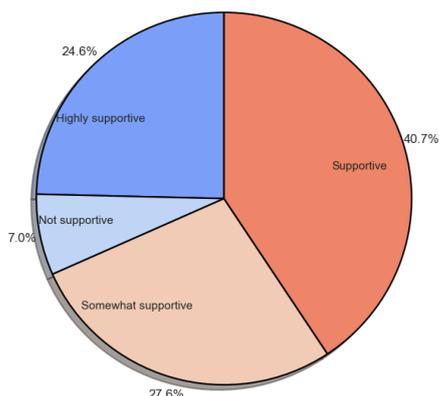
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4. Were internship/apprenticeship opportunities integrated into your course?

SGT University alumni feedback shows that almost half (48.74%) found internship/apprenticeship opportunities to be both compulsory and beneficial to their studies. A significant portion (20.1%) felt these opportunities were compulsory but limited in scope, while a smaller number (23.12%) reported them as optional. A concerning 8.04% indicated that such opportunities were not available at all, suggesting a need to improve access and the range of internship and apprenticeship options.



Were internship/apprenticeship opportunities integrated into your course? (Alumni)



Did the program support your preparation for higher studies or competitive exams? (Alumni)

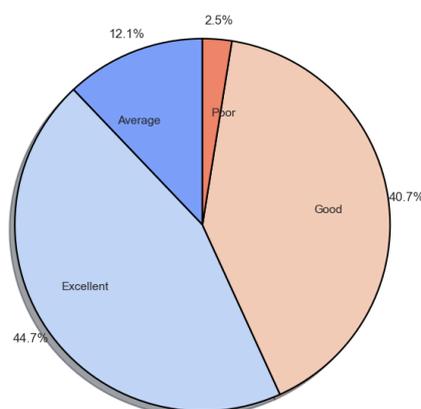
5. Did the program support your preparation for higher studies or competitive exams?

The majority of SGT University alumni felt that their program was supportive in preparing them for higher studies or competitive exams, with a significant portion rating it as "Supportive" (40.7%) or "Somewhat supportive" (27.64%). While a smaller number found it "Highly supportive" (24.62%), a relatively small percentage (7.04%) reported the program as "Not supportive," suggesting that overall, the program's effectiveness in preparing students for further academic pursuits is viewed favorably by alumni.

Teaching & Learning Environment

1. How would you rate the quality of teaching resources (faculty, books, materials)?

SGT University alumni overwhelmingly rated the quality of their teaching resources as good or excellent, with over 85% giving positive feedback. While a small percentage (around 2.5%) rated the resources as poor, the majority clearly found the faculty, books, and materials to be of high quality, indicating a strong overall perception of the educational resources provided by the university.

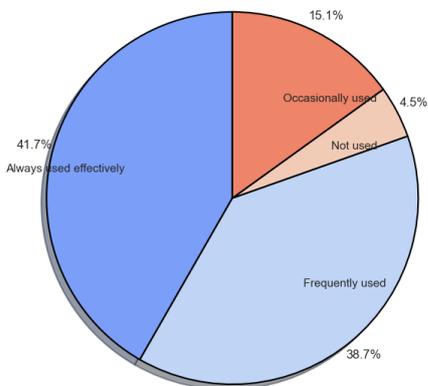


How would you rate the quality of teaching resources (faculty, books, materials)? (Alumni)

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2. Use of modern teaching aids and learning platforms (PPTs, LMS, etc.):

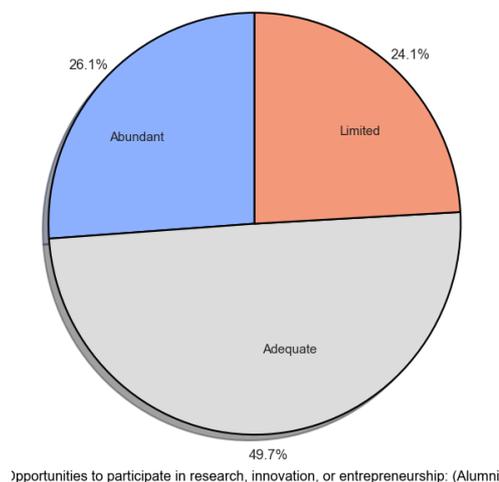


Use of modern teaching aids and learning platforms (PPTs, LMS, etc.): (Alumni)

SGT University alumni overwhelmingly reported positive experiences with the use of modern teaching aids and learning platforms. A significant majority (almost 80%) indicated that PowerPoint presentations and Learning Management Systems were either "Always" or "Frequently" used effectively in their classes. While a small percentage reported infrequent or no use of these tools, the data clearly suggests that SGT University is generally leveraging technology successfully to enhance the learning experience.

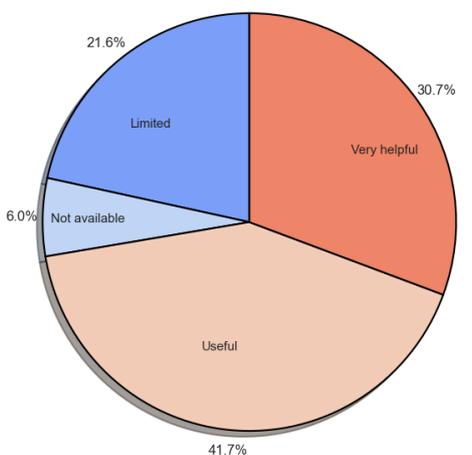
3. Opportunities to participate in research, innovation, or entrepreneurship:

SGT University alumni feedback reveals a mixed perception of research, innovation, and entrepreneurship opportunities. While almost half (49.75%) felt these opportunities were adequate, a significant portion (26.13%) considered them abundant, suggesting a positive experience for some. However, a considerable number (24.12%) found these opportunities limited, indicating a need for improvement to ensure all students have access to such experiences. This highlights the need for a more balanced and inclusive approach to fostering research, innovation, and entrepreneurship activities within the university.



Opportunities to participate in research, innovation, or entrepreneurship: (Alumni)

4. Availability and usefulness of mentoring and career counseling:



Availability and usefulness of mentoring and career counseling: (Alumni)

SGT University alumni feedback shows that while a significant portion (41.71%) found the mentoring and career counselling useful, and another large group (30.65%) found it very helpful, a substantial number (21.61%) felt it was limited, and a smaller percentage (6.03%) reported it as unavailable. This suggests that while there is a positive response from many alumni, there's also a need to improve the availability and scope of these services to better support all graduates.

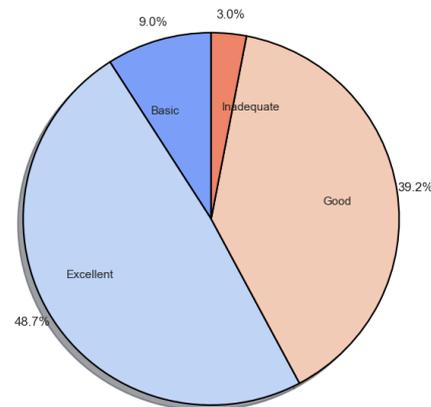
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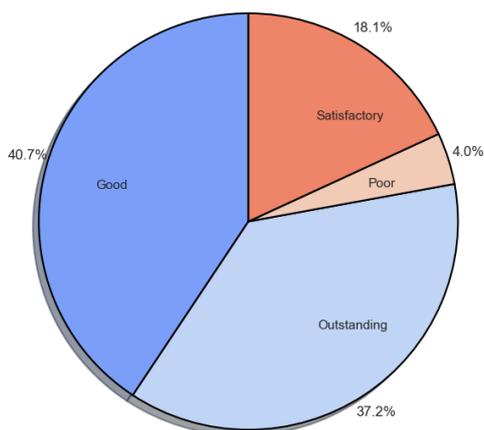
Campus Facilities & Infrastructure

1. Overall campus infrastructure (classrooms, amenities, accessibility):

SGT University alumni overwhelmingly rated the overall campus infrastructure positively. While a small percentage (3.02%) found it inadequate, the vast majority viewed it favourably, with nearly half (48.74%) rating it excellent and a significant portion (39.2%) rating it good. The relatively low number of 'basic' ratings (9.05%) suggests that even those who didn't rate it excellent or good still found the infrastructure to be functional and acceptable. In short, the feedback indicates a high level of satisfaction with the campus's classrooms, amenities, and accessibility.



Overall campus infrastructure (classrooms, amenities, accessibility): (Alumni)



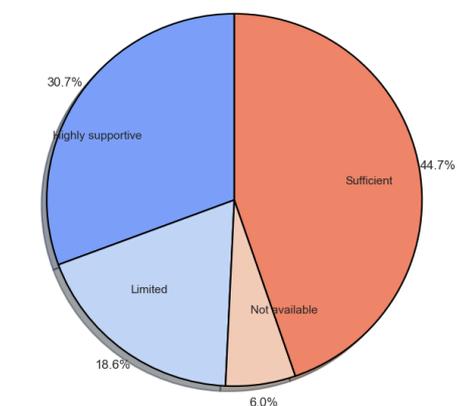
Facilities provided (Library, Labs, Internet, Hostel, Sports): (Alumni)

2. Facilities provided (Library, Labs, Internet, Hostel, Sports):

SGT University alumni overwhelmingly rated the provided facilities (library, labs, internet, hostel, and sports) as either good or outstanding, with over 77% giving positive feedback. While a small percentage (4%) considered the facilities poor, the majority expressed satisfaction, indicating that the university's infrastructure is generally well-regarded by its graduates.

3. Availability of digital and physical resources for self-learning & projects:

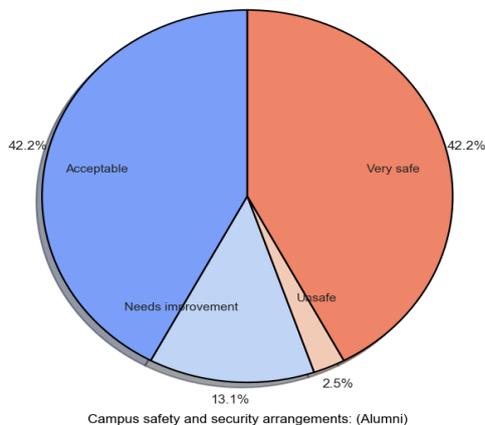
SGT University alumni feedback shows that a significant majority (44.72%) found the availability of digital and physical resources for self-learning and projects to be sufficient. A considerable portion (30.65%) rated the resources as highly supportive, indicating positive experiences. However, a notable number of alumni (18.59%) felt the resources were limited, and a smaller percentage (6.03%) reported them as unavailable, suggesting areas for improvement in resource provision to better support all students.



Availability of digital and physical resources for self-learning & projects: (Alumni)

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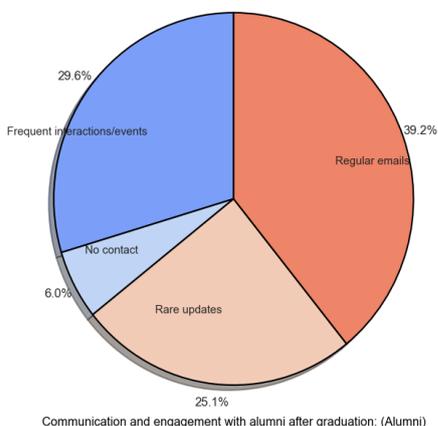
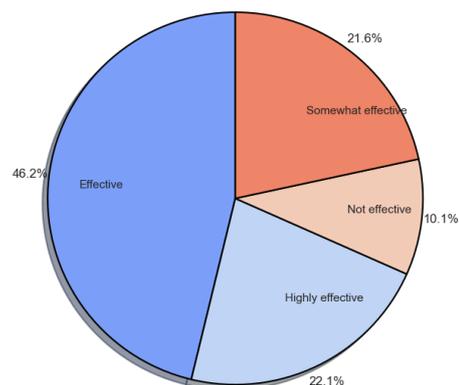
4. Campus safety and security arrangements:

SGT University alumni largely perceive campus safety and security as acceptable, with almost equal numbers rating it as "Acceptable" and "Very safe". However, a significant minority (13%) feel it needs improvement, and a small percentage (2.5%) reported feeling unsafe. Overall, while the majority find the campus safe, addressing the concerns of those who feel safety could be improved is crucial.

Institutional Services & Outreach

1. Effectiveness of the Training & Placement Cell in supporting career goals:

SGT University alumni largely view the Training and Placement Cell as effective in helping them achieve their career goals. While a significant portion (46.23%) found it effective, a substantial number (22.11%) even rated it highly effective. Although a smaller percentage felt it was only somewhat effective (21.61%) or not effective at all (10.05%), the overall feedback leans strongly positive, indicating the placement cell is generally successful in supporting students' career aspirations.



2. Communication and engagement with alumni after graduation:

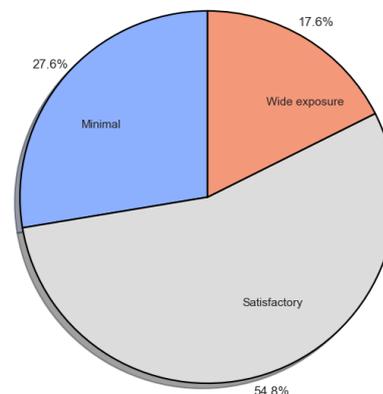
Over half (52.2%) at SGT COP, SGT University rate experiential learning as 5 stars, with 25.5% at 4 stars. Dissent is minimal (2.5–3.1%), reflecting strong hands-on components.

Faculty of Applied & Basic Science Feedback Analysis

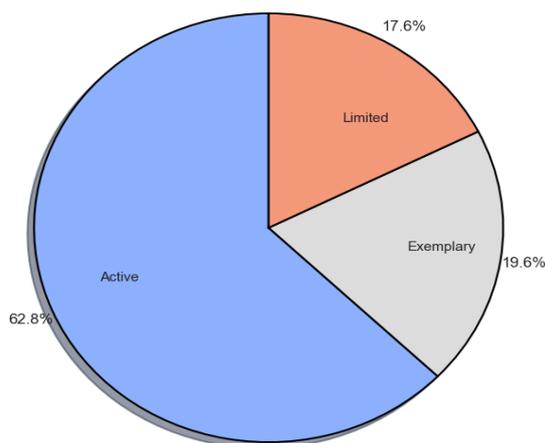
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3. Exposure to international programs (exchange, MOOCs, webinars):

SGT University alumni feedback shows that while a majority (54.77%) found their exposure to international programs satisfactory, a significant portion (27.64%) felt it was minimal. A smaller percentage (17.59%) reported wide exposure to such programs. This suggests a need to improve and expand international program opportunities for students to enhance their overall learning experience.



Exposure to international programs (exchange, MOOCs, webinars): (Alumni)



Contribution of university towards social responsibility & sustainability: (Alumni)

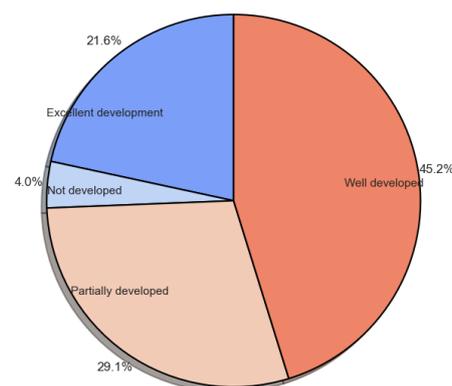
4. Contribution of university towards social responsibility & sustainability:

SGT University alumni largely view the university's contribution to social responsibility and sustainability as "Active," with 63% giving this rating. While a smaller percentage found it "Exemplary" (almost 20%), a notable minority (18%) felt the contribution was "Limited," suggesting there's room for improvement in this area despite a generally positive overall perception.

Outcome & Value Addition

1. Development of personality, leadership, and communication skills:

SGT University alumni feedback shows that a significant majority (45.23%) felt their personality, leadership, and communication skills were well-developed during their time at the university. A substantial portion (29.15%) reported partial development in these areas, while a smaller percentage (21.61%) rated the development as excellent. Only a small number (4.02%) felt these skills were not developed at all, suggesting that the university's efforts in this area are largely successful but could still benefit from further improvement to maximize positive outcomes for all students.

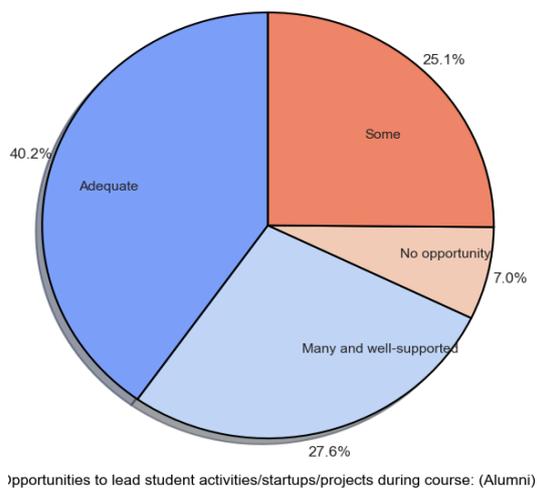


Development of personality, leadership, and communication skills: (Alumni)

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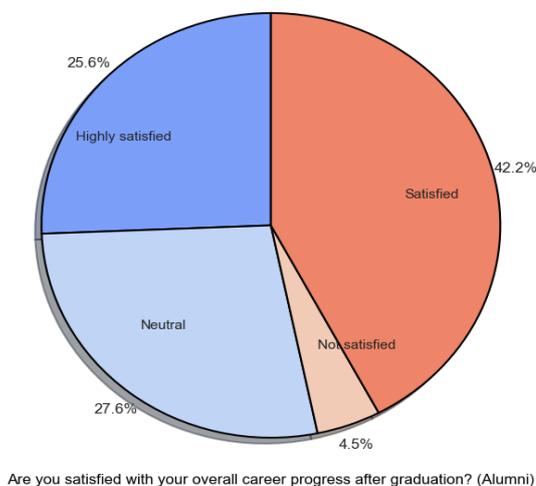
2. Opportunities to lead student activities/startups /projects during course:



SGT University alumni feedback reveals that while a significant portion (40.2%) felt there were adequate opportunities to lead student activities, startups, or projects during their studies, a substantial number (27.64%) found these opportunities plentiful and well-supported. However, a notable minority (25.13%) felt opportunities were only somewhat available, and a small percentage (7.04%) reported having no such opportunities at all. Overall, the feedback suggests a mix of positive and negative experiences, highlighting areas for both maintaining current levels of support and improvement in providing more extensive and well-supported leadership opportunities for all students.

3. Are you satisfied with your overall career progress after graduation?

SGT University alumni show a generally positive outlook on their career progress post-graduation. While a significant portion (42.21%) reported being satisfied, a nearly equal number (27.64%) felt neutral, suggesting room for improvement. A relatively small percentage (4.52%) expressed dissatisfaction, indicating that the majority of alumni have had at least a somewhat positive career experience after leaving the university. The high percentage of "satisfied" and "highly satisfied" responses combined suggest that the university's educational experience is largely contributing to positive career trajectories for a substantial portion of its alumni.



Faculty of Applied & Basic Science Feedback Analysis

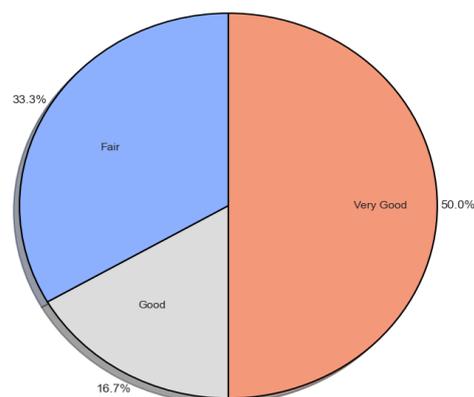
2024-2025

Employer Feedback

Subject Knowledge and Curriculum

1. Do SGT graduates demonstrate sufficient subject knowledge and proficiency in modern techniques and tools as outlined in the university curriculum?

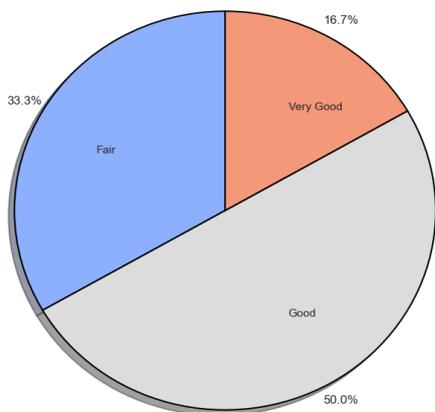
Employer feedback on SGT University graduates' subject knowledge and skills shows a mixed bag. While half of the employers rated graduates at 4 out of 5 stars, indicating a good level of proficiency, a significant portion (one-third) gave only a 2-star rating, suggesting some concerns about the graduates' preparedness. A smaller number of employers rated graduates at 3 stars, showing a more neutral perspective. Overall, the feedback highlights a need to address the concerns raised by the employers who gave lower ratings to ensure all graduates are adequately prepared for the workplace.



Do SGT graduates demonstrate sufficient subject knowledge and proficiency in modern techniques and tools as outlined in the university curriculum? (Employer)

Teamwork and Communication Skills

2. Are SGT graduates effective in team collaboration and clear in both verbal and written communication?



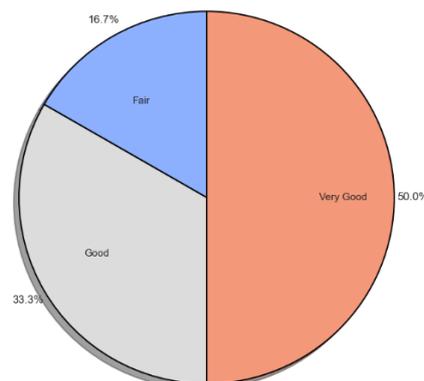
Are SGT graduates effective in team collaboration and clear in both verbal and written communication? (Employer)

Employer feedback on SGT University graduates' teamwork and communication skills reveals a mixed picture. While half of the employers rated these skills as average (3 stars), a significant portion (33.33%) rated them slightly below average (2 stars), suggesting some room for improvement. A smaller number (16.67%) gave a positive rating (4 stars), indicating that while some graduates excel, the overall perception is that teamwork and clear communication skills need further development.

Professionalism and Ethical Responsibility

3. Do SGT graduates consistently demonstrate professionalism and uphold ethical standards in their roles?

SGT University alumni feedback shows a generally positive, but mixed, view on skill development. While a significant portion (44.22%) found the focus satisfactory, a considerable number (26.63%) rated it excellent. However, a notable minority (22.11%) felt skill development was only addressed to some extent, and a small percentage (7.04%) felt it was insufficient. Overall, the feedback suggests that while many alumni are pleased with skill development, there's room for improvement to ensure all students feel adequately prepared.



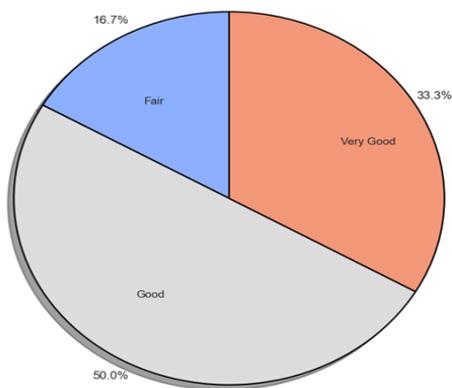
Do SGT graduates consistently demonstrate professionalism and uphold ethical standards in their roles? (Employer)

Faculty of Applied & Basic Science Feedback Analysis

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Adaptability and Leadership Potential

4. How would you assess the adaptability, initiative, and leadership potential of SGT graduates within your organization?



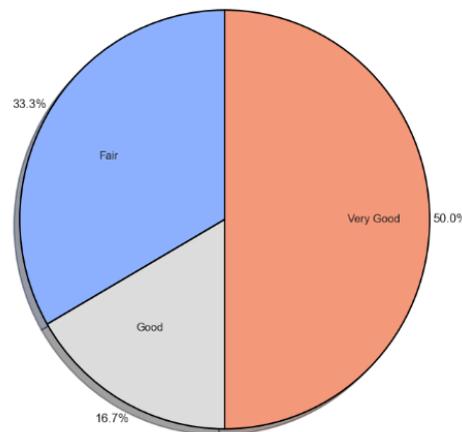
How would you assess the adaptability, initiative, and leadership potential of SGT graduates within your organization? (Employer)

Employer feedback on SGT University graduates reveals a mixed assessment of their adaptability, initiative, and leadership. While a significant portion (50%) rated these qualities as average (3 stars), a substantial number (33.33%) gave a positive rating (4 stars), suggesting some graduates demonstrate strong potential. However, a noticeable minority (16.67%) gave a lower rating (2 stars), indicating room for improvement in these key areas for some graduates. Overall, the feedback highlights a need for a more consistent development of these skills among SGT graduates.

Overall Satisfaction

5. Overall, how satisfied are you with the performance and contribution of SGT graduates?

Employer feedback on SGT University graduates shows a mixed but generally positive response. While half of the employers rated their satisfaction at 4 out of 5 stars, indicating a good level of satisfaction, a significant portion (one-third) gave a 2-star rating, suggesting some areas for improvement. A smaller group rated the graduates at 3 stars, indicating a moderate level of satisfaction. Overall, the results highlight a need to address the concerns raised by those giving lower ratings to better align graduate performance with employer expectations.



Overall, how satisfied are you with the performance and contribution of SGT graduates? (Employer)

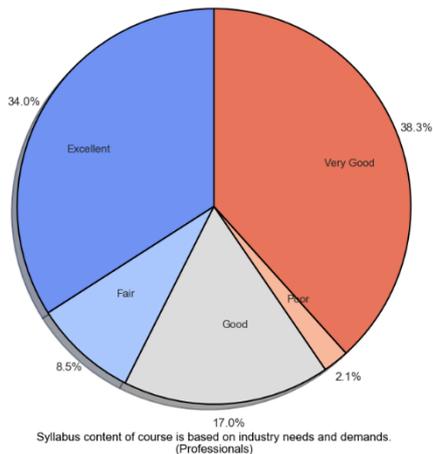
Faculty of Applied & Basic Science Feedback Analysis

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Professionals Feedback

Feedback on Curriculum

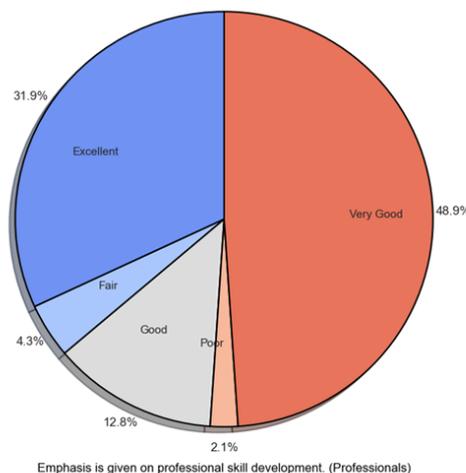
1. Syllabus content of course is based on industry needs and demands.



Professionals at SGT University generally feel the course syllabus reflects industry needs, with a significant majority (72.34%) giving it a 4 or 5-star rating. While a smaller portion (27.66%) provided lower ratings (1-3 stars), the positive feedback indicates a strong alignment between the curriculum and current industry demands. The relatively high number of 4-star ratings suggests that while mostly satisfied, there's room for minor improvements to fully meet all industry expectations.

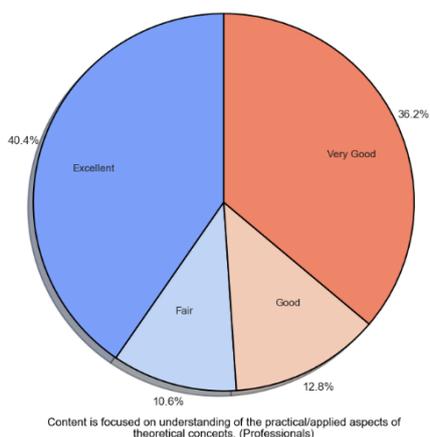
2. Emphasis is given on professional skill development.

Professionals at SGT University overwhelmingly feel that the university strongly emphasizes professional skill development. Almost half (48.94%) gave it a top rating of 4 stars, and a significant portion (31.91%) rated it 5 stars. While a small percentage provided lower ratings (1, 2, and 3 stars), the overall feedback indicates a high level of satisfaction with the university's focus on equipping students with practical skills for their careers.



3. Content is focused on understanding of the practical/applied aspects of theoretical concepts.

Professionals at SGT University largely agree that the course content effectively connects theory to practical application, with a significant majority (40.43% giving 5 stars and 36.17% giving 4 stars). However, a noticeable minority (10.64% giving 2 stars) felt the connection between theory and practice was weak, suggesting an area for improvement in ensuring all students find the applied aspect of the theoretical concepts clear and relevant. The remaining responses (12.77% giving 3 stars) indicate a neutral sentiment, potentially highlighting the need for further investigation into the specific aspects that are causing this level of dissatisfaction

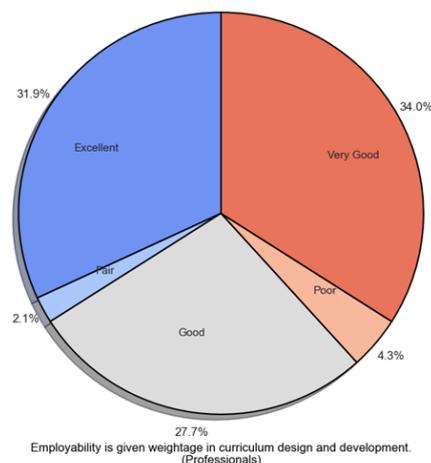


Faculty of Applied & Basic Science Feedback Analysis

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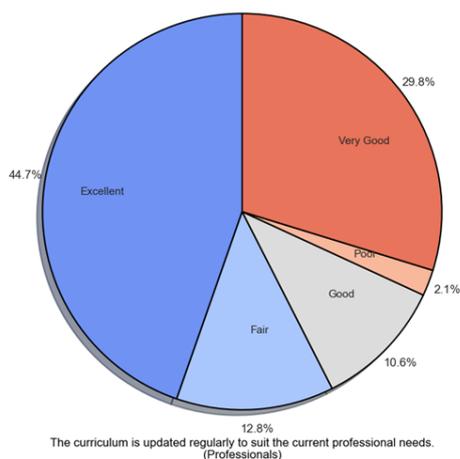
4. Employability is given weightage in curriculum design and development.?

Professionals at SGT University largely agree that employability is a significant factor in curriculum design, with the majority (31.91% giving 5 stars and 34.04% giving 4 stars). While a smaller portion rated it average (27.66% giving 3 stars), very few expressed significant dissatisfaction (only 4.26% giving 1 star and 2.13% giving 2 stars). Overall, the feedback indicates a positive perception of the university's focus on preparing students for the job market.



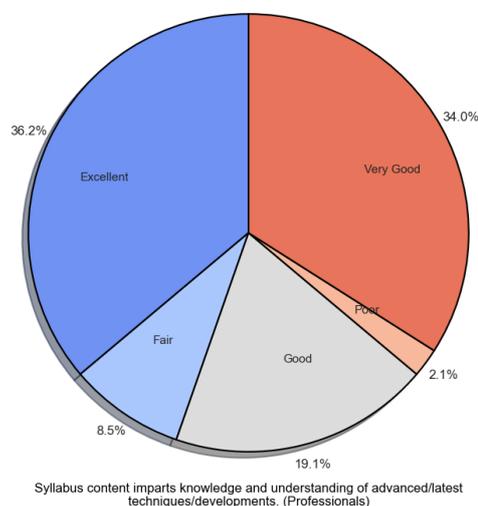
5. The curriculum is updated regularly to suit the current professional needs.

Professionals at SGT University largely agree that the curriculum is updated regularly to meet current professional needs, with almost half (44.68%) giving it a top rating of 5 stars. While a significant portion (29.79%) gave it a positive 4-star rating, a smaller but noticeable number expressed some dissatisfaction, with 12.77% rating it 2 stars and a small percentage (10.64% and 2.13%) giving it 3 and 1 star respectively. Overall, the feedback suggests a generally positive view of curriculum updates, but there's room for improvement based on the less positive ratings.



6. Syllabus content imparts knowledge and understanding of advanced/latest techniques/developments.

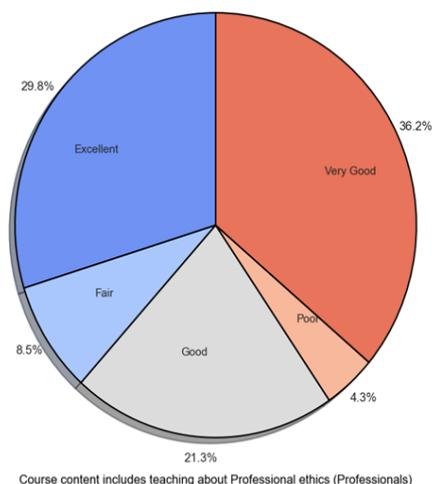
The feedback from Professionals at SGT University shows that a significant majority (over 70%) rated the syllabus content as either excellent (5 stars) or good (4 stars) in terms of imparting knowledge of advanced and latest techniques. While a smaller portion (around 27%) gave it a neutral (3 stars) or somewhat negative rating (1 or 2 stars), the overall sentiment suggests that the syllabus is largely effective in teaching cutting-edge techniques. The relatively low number of 1 and 2-star ratings indicates room for improvement, but the high proportion of 4 and 5-star ratings signifies a generally positive perception of the syllabus content's relevance and quality.



Faculty of Applied & Basic Science Feedback Analysis

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7. Course content includes teaching about Professional ethics

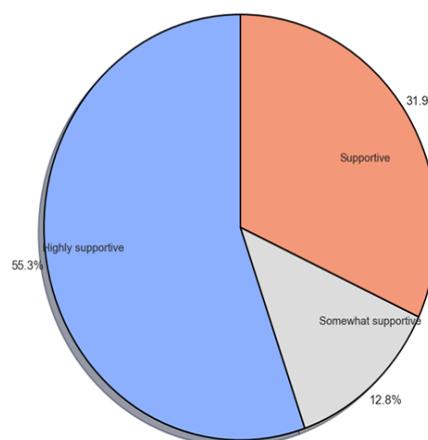


Course content includes teaching about Professional ethics (Professionals)

Professionals at SGT University generally view the course content's coverage of professional ethics positively, with the majority (36.17%) giving it a 4-star rating and a significant portion (29.79%) rating it 5 stars. However, a notable minority expressed less satisfaction, with a combined 12.77% giving it only 1 or 2 stars, suggesting areas for improvement in how professional ethics are taught. The data indicates a generally favorable perception but also highlights the need to address the concerns of those who rated the teaching of ethics lower.

8. Training strategies develops a constant learning attitude among the students.

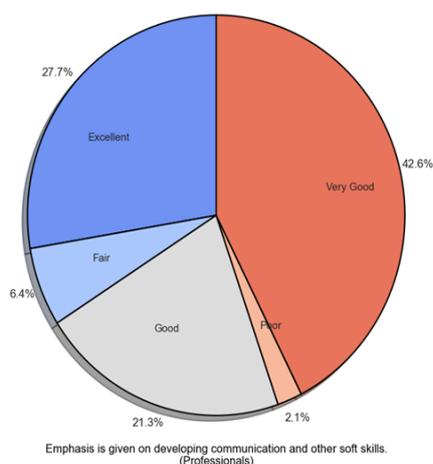
Professionals at SGT University largely approve of the training strategies' effectiveness in fostering a continuous learning attitude among students. A significant majority (55.32%) gave a top rating of 5 stars, indicating strong satisfaction. While a smaller portion (12.77%) gave a neutral 3-star rating, a substantial number (31.91%) also rated the strategies positively with 4 stars. Overall, the feedback demonstrates that the training strategies are generally successful in cultivating a positive learning environment



Training strategies develops a constant learning attitude among the students. (Professionals)

9. Emphasis is given on developing communication and other soft skills.

Professionals at SGT University generally feel that the emphasis on developing communication and other soft skills is good, with the majority (42.55%) giving it a 4-star rating. While a significant portion (27.66%) rated it highly with 5 stars, a smaller but noticeable number (21.28%) gave it a neutral 3-star rating, suggesting some room for improvement. The relatively low percentages of 1-star (2.13%) and 2-star (6.38%) ratings indicate that major concerns are minimal, but there's evidence that some refinements to soft skills training could further enhance the program's effectiveness.



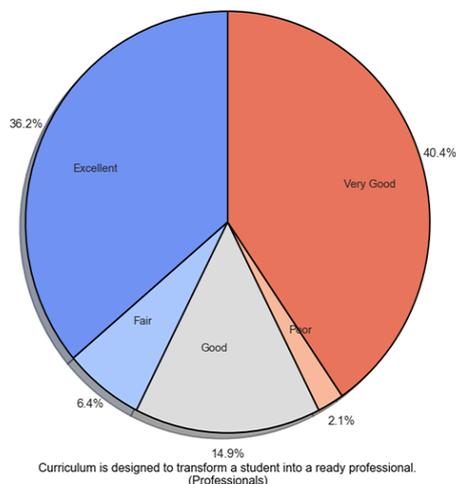
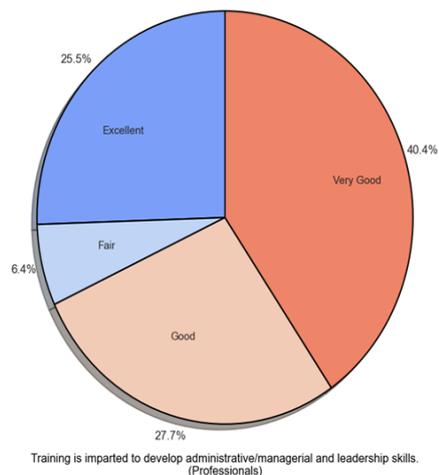
Emphasis is given on developing communication and other soft skills. (Professionals)

Faculty of Applied & Basic Science Feedback Analysis

2024-2025

10. Training is imparted to develop administrative/managerial and leadership skills.

Professionals at SGT University generally view the training provided for administrative, managerial, and leadership skills positively. While a significant portion (40.43%) rated the training as excellent (4 stars), a considerable number (27.66%) gave it a satisfactory rating (3 stars). However, there's room for improvement as a smaller group expressed less satisfaction, with 6.38% giving a 2-star rating, suggesting some areas need attention. The high percentage of 4 and 3-star ratings indicates the training is largely effective but could benefit from enhancements to address the concerns raised by those providing lower ratings.



11. Curriculum is designed to transform a student into a ready professional.

The feedback from Professionals at SGT University shows that the curriculum is largely successful in preparing students for professional life. A significant majority (76.6% combined) rated the curriculum as either 4 or 5 stars, indicating a high level of satisfaction with its effectiveness in transforming students into job-ready professionals. While a smaller portion gave lower ratings (18.5% gave 2 or 1 star), the overwhelmingly positive response suggests the curriculum is generally achieving its goal.



Internal Quality Assurance Cell

Faculty of Applied & Basic Sciences (FABS) Feedback Analysis

2024-2025

ATR Summary Report (Faculty of Applied & Basic Sciences)

S. No.	Context	Student Feedback	IQAC Recommendation	Action Taken
1.	Administrative Transparency	Students requested improved transparency in academic evaluation, specifically asking for all assignment and test marks to be shared clearly and on time.	IQAC propose the administration to implement a strict protocol requiring faculty to upload all marks on the LMS/ERP within a defined turnaround time (e.g., within 7 working days), ensuring full transparency and timely communication.	Academic evaluation marks are regularly shared with students. This practice has already been in place in FABS and continues to be followed to ensure transparency.
2.	Curriculum Enhancement & Research Integration	Students suggested placing greater emphasis on research activities within the curriculum and promoting research-related topics.	IQAC suggest the Academic Committee to formally integrate research-focused components into the curriculum, including dedicated modules on research methodology, guided research projects, and opportunities for independent study.	Research components have been incorporated through the revised assessment policy. Additionally, Master's programmes already include a full research-based dissertation in the final semester.
3.	Exam Structure & Assessment Scheduling	Students requested more tests and fewer presentations, along with "adequate gaps" between exam papers to support proper preparation.	IQAC suggest the Examination Office to review and redesign the exam schedule to ensure appropriate gaps for student learning. It also asked the Program Committee to reassess the balance between tests and presentations to ensure a fair and effective evaluation system.	The revised assessment policy has addressed the suggested changes. Further structuring and refinement will be implemented from the next semester.

4.	Faculty Behaviour & Impartiality	Students requested greater impartiality in faculty conduct and evaluation.	IQAC suggest departmental HOD to reinforce expectations of fairness and professional behaviour. Mandatory workshops on ethical teaching and unbiased evaluation standards are to be arranged.	Necessary measures have been planned in line with IQAC recommendations to promote fairness, professionalism, and impartial evaluation.
5.	General Feedback & Student Satisfaction	Most general feedback was positive or neutral (“all good,” “fine,” “recommends curriculum”). No actionable concerns were raised.	IQAC noted the positive feedback and advised continuation of current academic practices while maintaining ongoing quality monitoring.	Existing academic practices are being continued, with assurance of maintaining consistent academic quality.
6.	Academic Workload & Assessment Mix	Students reported feeling overloaded due to excessive presentations and requested shifting toward more frequent test-based assessments.	IQAC recommends Program Committee to evaluate and rebalance the assessment structure where appropriate.	Alternative assessment strategies, including thematic assessments, are being explored for possible implementation in the next semester.
7.	Resource Availability (Course Notes & Materials)	Students requested high-quality PDF notes and comprehensive study materials to support their learning and revision.	IQAC recommends to all faculty members to prepare and upload standardized, high-quality course notes (including explanations and examples) in accessible PDF format.	All faculty members have been instructed to prepare and provide high-quality study materials and notes to students.
8.	Teaching Quality & Pedagogical Improvement	Students requested more interactive teaching methods (such as “class games”), more time for doubt-clearing, and a slower, clearer pace.	IQAC recommends a comprehensive approach: FDPs on interactive and student-centred teaching, mandatory provision of quality PDF notes, reinforcement of impartial grading standards, and scheduling of doubt-clearing sessions and remedial support systems.	Faculty members have been advised to adopt interactive teaching methods, ensure adequate doubt-clearing, and follow student-centric pedagogical practices.
9.	Timeliness & Completion of Syllabus	Students noted that some faculty move “very fast” and that courses are not always completed on time, affecting preparation	IQAC suggest HODs to ensure strict adherence to the academic calendar, including timely completion of the syllabus. Faculty must maintain an appropriate teaching pace and	Faculty members have been directed to strictly adhere to the academic calendar and

		and understanding.	provide additional academic support where required.	ensure timely completion of the syllabus.
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