



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 Allied Health Sciences



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

FEEDBACK 2024-2025

**Internal Quality Assurance Cell
Faculty of Allied Health Sciences
Feedback Analysis
2024-2025**



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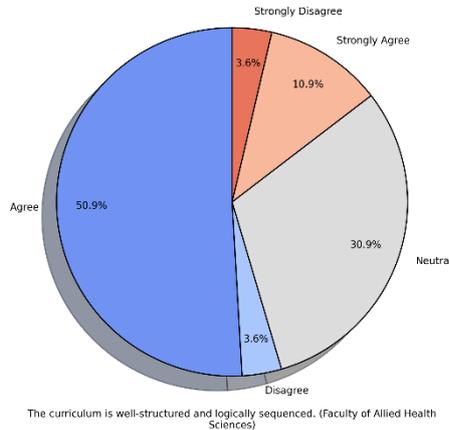
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Student's Feedback

Curriculum Design and Content

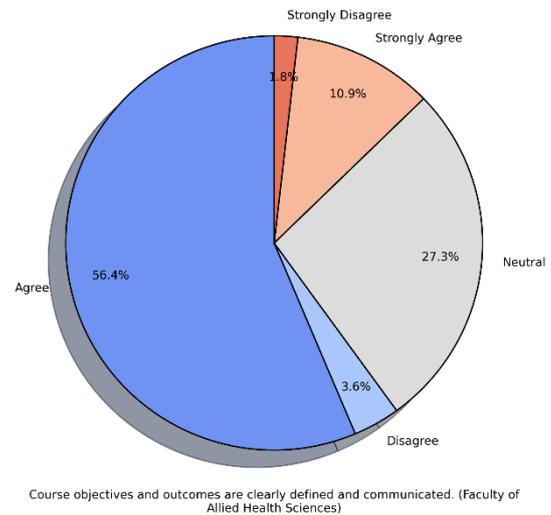
1. The curriculum is well-structured and logically sequenced.



Most students (50.91%) rated the curriculum's structure and sequencing as 4 out of 5 stars, indicating a generally positive perception. A significant portion (30.91%) gave it a 3-star rating, suggesting some areas for improvement. The relatively low number of 1- and 2-star ratings (both at 3.64%) shows that major concerns about the curriculum's structure are not widespread. Overall, while the majority are satisfied, there's room to refine the curriculum's organization to address the feedback from the students who gave it a 3-star rating.

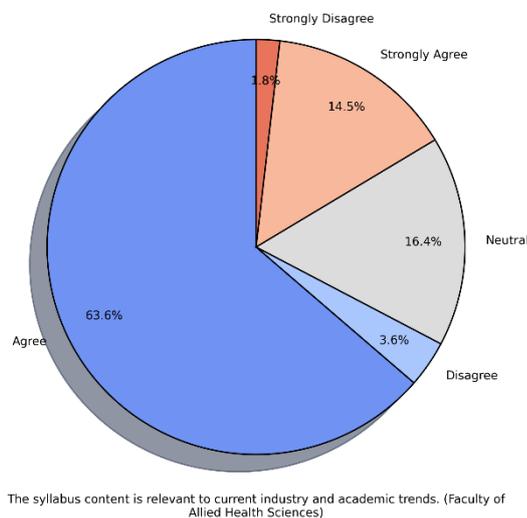
2. Course objectives and outcomes are clearly defined and communicated.

Most students (56.36%) rated the clarity of course objectives and outcomes as 4 out of 5 stars, indicating a high level of satisfaction. A significant portion (27.27%) gave a 3-star rating, suggesting some room for improvement. While a smaller percentage provided lower ratings (1.82% gave 1 star and 3.64% gave 2 stars), the overall feedback shows that students largely understand and appreciate how the courses are structured and what they are expected to achieve. The 10.91% of 5-star ratings further reinforces the generally positive perception.



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

The overwhelming majority of students (over 80%) rated the syllabus content as either good/Agree (4 stars) or excellent/Strongly Agree (5 stars) in terms of its relevance to current industry and academic trends. While a smaller percentage found the relevance to be average/Neutral (3 stars) or below average (1 or 2 stars), the positive feedback clearly indicates that the syllabus is largely successful in reflecting current practices and knowledge. The high 4-star rating suggests a strong alignment with industry needs, while the 5-star ratings showcase areas of excellence.

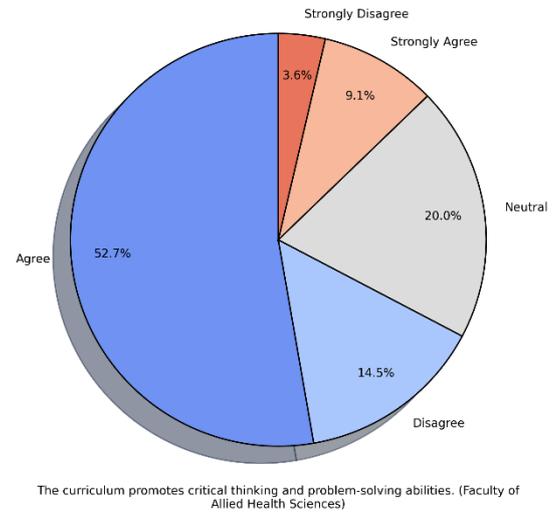


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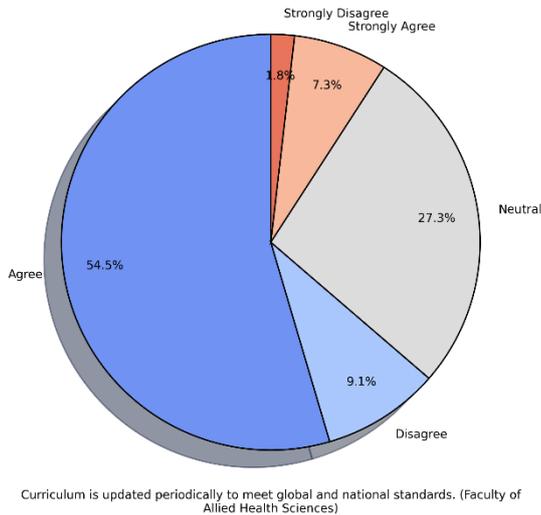
4. The curriculum promotes critical thinking and problem-solving abilities.

Most students (52.73%) 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 proportion (20%) gave it a 3-star rating, suggesting some room for improvement. Fewer students gave it lower ratings (14.55% gave it 2 stars and 3.64% gave it 1 star), while a smaller group (9.09%) rated it a perfect 5 stars. Overall, the feedback shows the curriculum is largely successful in fostering these skills, but there's potential to further enhance its ability to develop these important abilities in students.



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

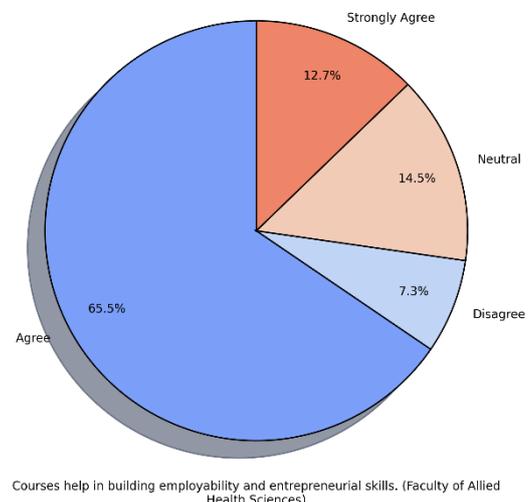
Most students (54.55%) rated the curriculum's alignment with national and global standards as 4 out of 5 stars, indicating a largely positive perception. While a significant portion (27.27%) gave it a 3-star rating, suggesting room for improvement, the relatively low number of 1 and 2-star ratings (11%) shows that major concerns about curriculum updates are not widespread. Overall, the feedback suggests a generally favourable view of the curriculum's currency, though there's potential for further enhancement to better meet student expectations.



Skill Development and Employability

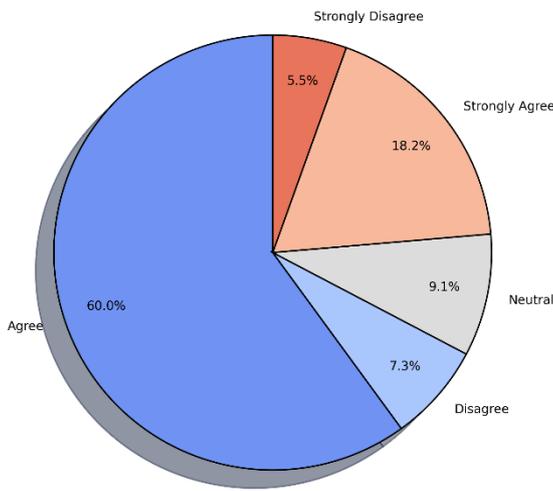
1. Courses help in building employability and entrepreneurial skills.

Most students (65.45%) rated the courses highly (4 stars) regarding their effectiveness in building employability and entrepreneurial skills, indicating a generally positive perception. A significant proportion (14.55%) gave a 3-star rating, suggesting some room for improvement. Relatively few students gave lower ratings (7.27% gave 2 stars), and a moderate number (12.73%) gave the highest rating (5 stars), indicating general satisfaction but with potential for enhancement in specific areas.



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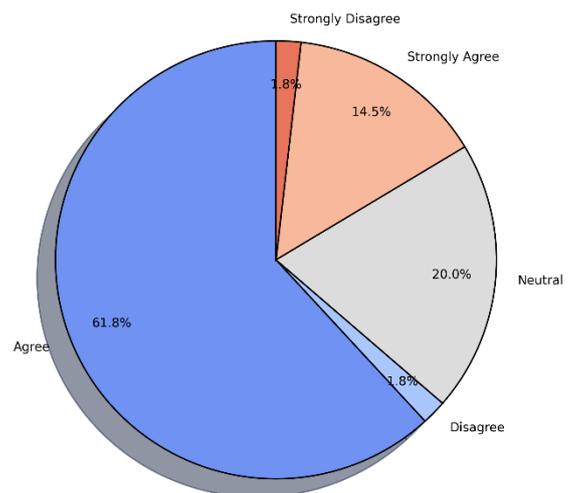
Adequate industry exposure (internships, visits, projects) is part of the curriculum. (Faculty of Allied Health Sciences)

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

Most students (60%) rated the amount of industry exposure in the curriculum as excellent (4 stars), showing a largely positive perception. While a significant portion also gave it a good rating (3 stars, 9%), a smaller number felt it could be improved, with ratings of 2 stars (7%) and 1 star (5%) suggesting some areas for enhancement in providing real-world experience. The 18% giving a 5-star rating indicates a substantial group felt the industry exposure was exceptional. Overall, the feedback reveals a generally positive but not universally enthusiastic view of the current level of industry exposure within the curriculum.

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

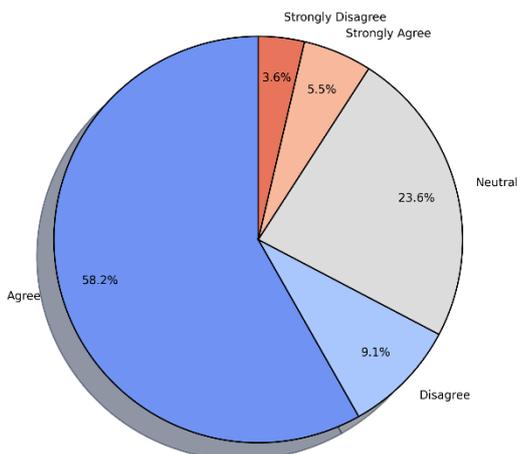
Most students (61.82%) rated the alignment of skill-based courses with job market needs as 4 out of 5 stars, indicating a high level of satisfaction. A significant portion (20%) gave a 3-star rating, suggesting some areas for improvement. Relatively few students gave ratings of 1 or 2 stars (1.82% each), implying that major concerns about course relevance are not widespread. Overall, the feedback shows a generally positive perception of the courses' job market relevance, though there's room for minor refinement based on the 3-star responses.



Skill-based courses align with the needs of the job market. (Faculty of Allied Health Sciences)

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

Most students (58.18%) rated the integration of ICT tools in the curriculum as good (4 stars), showing a generally positive perception. A significant portion (23.64%) gave a neutral rating (3 stars), while fewer students gave lower ratings (9.09% gave 2 stars and 3.64% gave 1 star). A small percentage (5.45%) gave the highest rating (5 stars), suggesting room for improvement in fully maximizing the use of ICT. Overall, the feedback indicates that while the curriculum's use of ICT is largely well-received, there's potential to enhance its integration further.



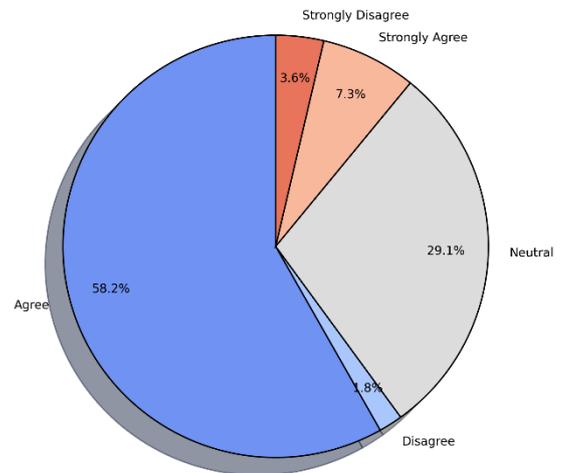
The curriculum integrates ICT (Information and Communication Technology) tools. (Faculty of Allied Health Sciences)

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

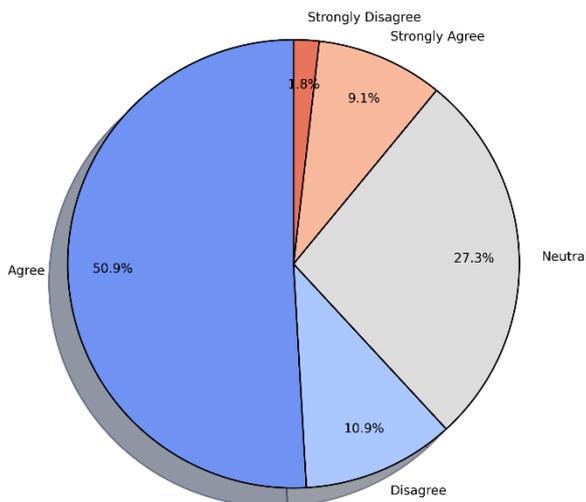
Most students (58.18%) rated the curriculum's support for innovation, research, and startups as 4 out of 5 stars, indicating a generally positive perception. A significant proportion (29.09%) gave it a 3-star rating, suggesting some areas for improvement. Fewer students gave lower ratings (3.64% gave 1 star and 1.82% gave 2 stars), while a smaller percentage (7.27%) gave the highest rating of 5 stars. Overall, the feedback shows a predominantly positive view of the curriculum's support for innovation, research, and entrepreneurship, but there's room for enhancements based on the considerable number of 3-star ratings.



The curriculum supports innovation, research, and start-up culture. (Faculty of Allied Health Sciences)

NEP 2020 Integration & Multidisciplinary Approach

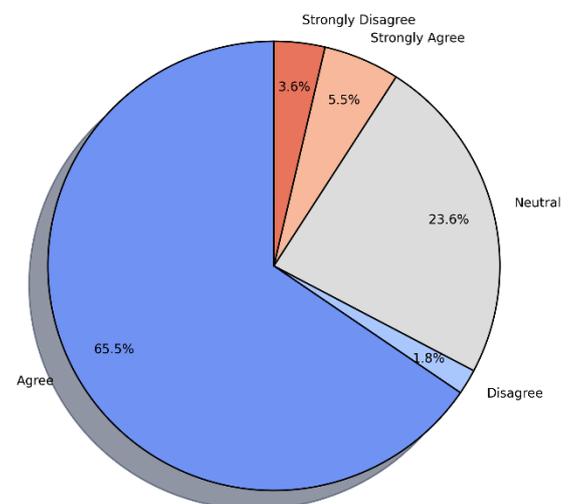
1. Curriculum includes flexibility for choosing electives/minor subjects



Most students (50.91%) rated the curriculum's flexibility in choosing electives or minor subjects as 4 out of 5 stars, indicating a generally positive view. While a significant portion (27.27%) gave a neutral 3-star rating, a smaller number expressed less satisfaction, with 10.91% giving 2 stars and 1.82% giving only 1 star. Overall, the feedback suggests that while the curriculum's flexibility is appreciated by many, there's room for improvement to address the concerns of those who rated it lower.

2. Interdisciplinary/multidisciplinary learning is encouraged.

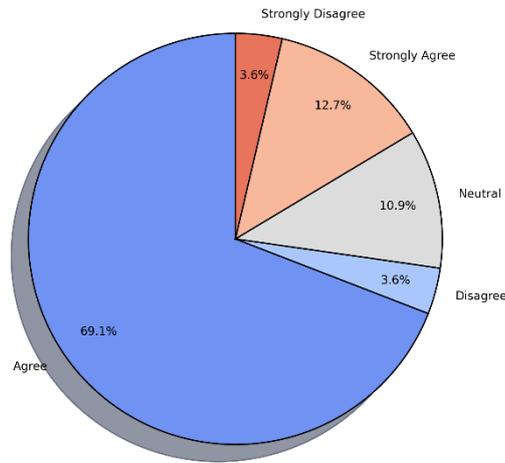
Most students at SGT University's Faculty of Allied Health Sciences (65.45%) strongly agree that interdisciplinary and multidisciplinary learning is encouraged, indicating a positive perception of this aspect of their education. A significant portion (23.64%) agree, while only a small percentage (3.64% and 1.82% respectively) rated it as neutral or disagreeing, suggesting that the university's efforts in fostering collaborative learning are largely successful. A small number (5.45%) gave the highest rating.



Interdisciplinary/multidisciplinary learning is encouraged. (Faculty of Allied Health Sciences)

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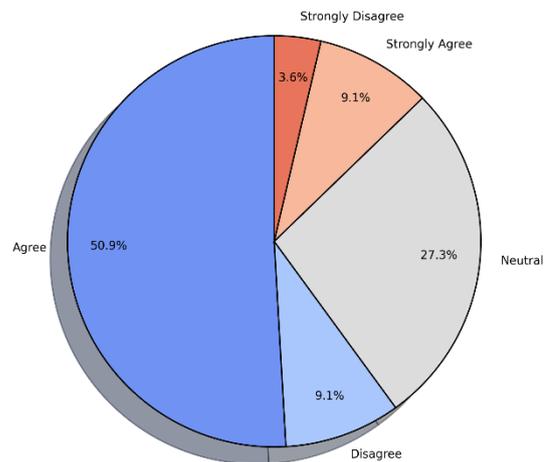
Skill and value-based education (ethics, environmental studies, etc.) is part of the syllabus. (Faculty of Allied Health Sciences)

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

Most students (69%) rated the inclusion of skill and value-based education (ethics, environmental studies) in the syllabus very highly (4 stars). A significant portion also gave it a 3-star rating (11%), indicating general satisfaction. Fewer students gave it lower ratings (3.6% each for 1 and 2 stars), and a smaller group gave it the highest rating of 5 stars (13%). Overall, the feedback shows that students largely appreciate the integration of these important skills and values into their curriculum.

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

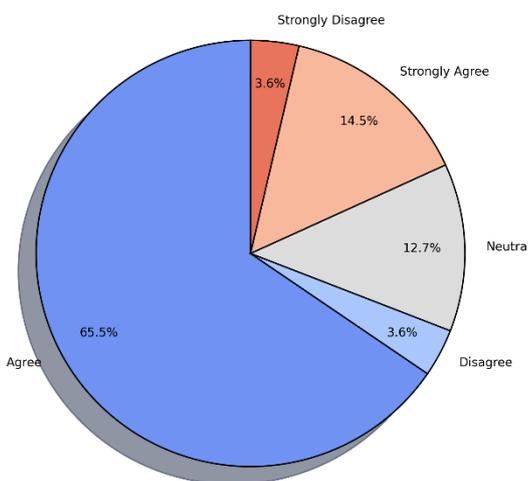
Most students (50.91%) rated the integration of local, national, and global issues into the curriculum as 4 out of 5 stars, indicating a generally positive perception. A significant portion (27.27%) gave it a 3-star rating, suggesting some room for improvement. Fewer students gave lower ratings (3.64% gave 1 star, and 9.09% gave 2 stars), while another 9.09% gave the highest rating of 5 stars. Overall, the feedback shows that while the curriculum is largely successful in incorporating these issues, there's potential to enhance its coverage further to meet the expectations of all students.



Local, national, and global issues are addressed through curriculum content. (Faculty of Allied Health Sciences)

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

Most students (65.45%) rated the curriculum's experiential learning opportunities very highly (4 stars), indicating a strong satisfaction with the amount of fieldwork and practical experience offered. A significant portion (14.55%) gave the highest rating (5 stars), further supporting this positive assessment. While a smaller number of students provided lower ratings (1-3 stars), the overall feedback suggests that the Faculty of Allied Health Sciences at SGT University is successfully incorporating practical, hands-on learning into its curriculum.



Curriculum offers opportunities for experiential learning (field work, practicals, etc.). (Faculty of Allied Health Sciences)

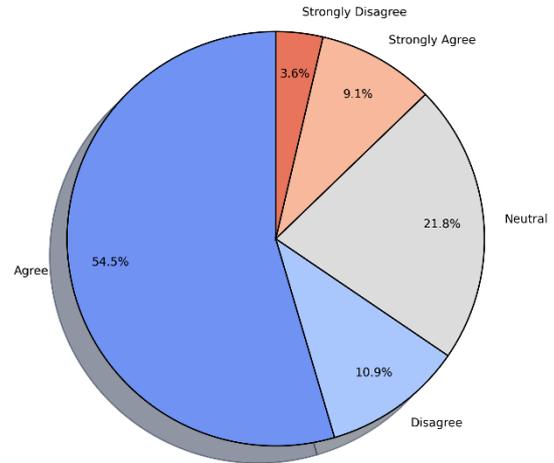
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Assessment and Academic Support

1. The evaluation system is transparent and fairly implemented.

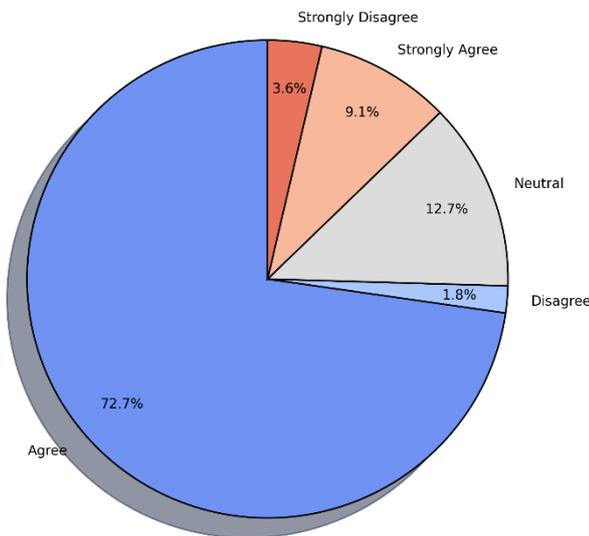
Most students (56.36%) at the Faculty of Allied Health Sciences rated the evaluation system as 4 out of 5 stars, indicating a generally positive perception of its transparency and fairness. While a significant portion found it satisfactory (21.82% gave it 3 stars), a smaller number expressed some dissatisfaction (9.09% each gave it 1 or 2 stars). This suggests that while the system is largely viewed favourably, there's room for improvement to address the concerns of a minority of students who feel the system could be more transparent or fair.



The evaluation system is transparent and fairly implemented. (Faculty of Allied Health Sciences)

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

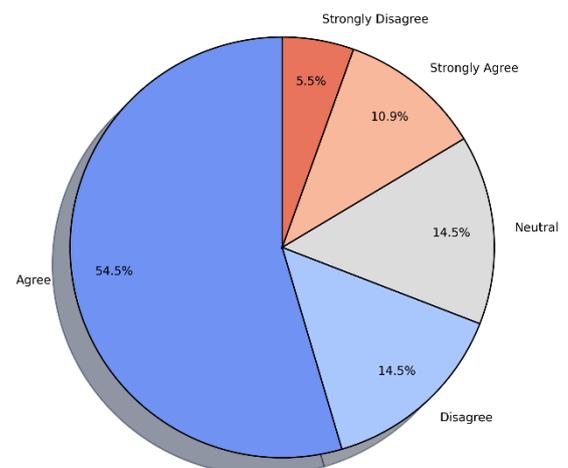
Most students (72.73%) at the Faculty of Allied Health Sciences, SGT University, feel the curriculum provides adequate opportunities for internal assessments and feedback, rating it 4 out of 5 stars. A smaller portion gave it a 3-star rating (12.73%), indicating general satisfaction. Very few students rated it 1 or 2 stars (3.64% and 1.82% respectively), suggesting that while the majority are happy with the assessment and feedback system, a small minority feels it could be improved. Overall, the feedback indicates a largely positive view of the curriculum's approach to assessment.



Curriculum provides adequate opportunities for internal assessments and feedback. (Faculty of Allied Health Sciences)

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

Most students (54.55%) at the Faculty of Allied Health Sciences, SGT University, rated the availability of remedial and academic support for difficult subjects as 4 out of 5 stars, indicating a generally positive perception. While a significant portion found the support helpful, a considerable number (14.55% each) gave it a neutral 3-star rating or a somewhat negative 2-star rating, suggesting room for improvement. A small percentage (5.45%) gave it the lowest rating, and only 10.91% gave it the highest rating. Overall, the feedback shows that while the support system is largely appreciated, there's an opportunity to enhance it to better meet the needs of all students.



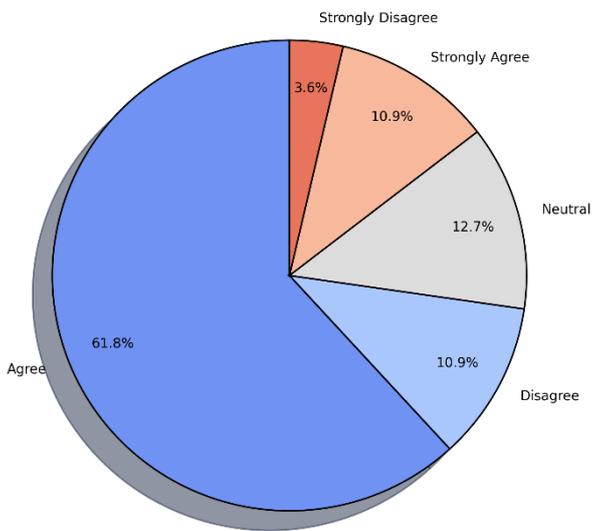
Remedial and academic support is available for difficult subjects. (Faculty of Allied Health Sciences)

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4. Adequate reference books are available in the library.

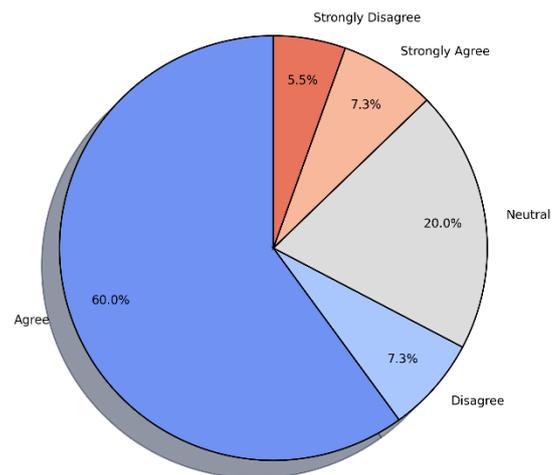
Most students (61.82%) at the Faculty of Allied Health Sciences rated the availability of adequate reference books in the library as 4 out of 5 stars, indicating a generally positive perception. While a significant portion found the selection satisfactory, a considerable number (nearly 25% combined) gave lower ratings (1, 2, or 3 stars), suggesting that improvements could be made to better meet the needs of all students. Specifically, addressing the concerns raised by those giving lower ratings might involve expanding the library's collection or improving accessibility to existing resources.



Adequate reference books are available in the library. (Faculty of Allied Health Sciences)

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

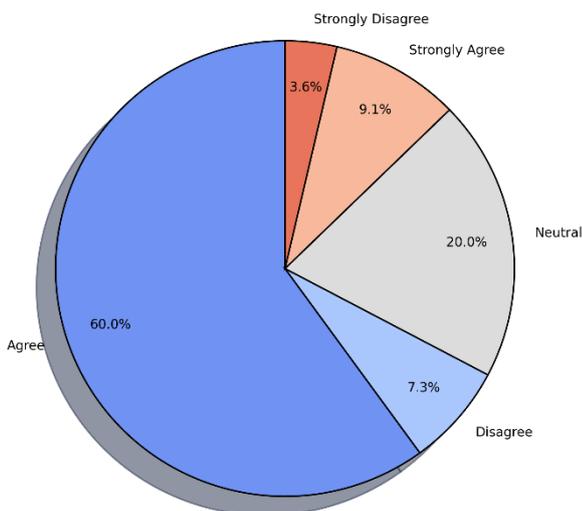
Most students (60%) at the Faculty of Allied Health Sciences rated the availability of appropriate print and online reference materials as 4 out of 5 stars, indicating a generally positive perception. While a significant portion found the resources satisfactory, a smaller but notable number (around 20%) gave a neutral 3-star rating, and a few students gave lower ratings (1 or 2 stars), suggesting room for improvement in providing access to sufficient and suitable reference materials.



Appropriate reference material (print & online) is provided. (Faculty of Allied Health Sciences)

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

Most students (60%) rated the timeliness of tests and examinations as 4 out of 5 stars, indicating a high level of satisfaction with the scheduling. A significant minority (20%) gave a 3-star rating, suggesting some room for improvement. Fewer students gave lower ratings (7.27% gave 2 stars and 3.64% gave 1 star), while only a small percentage (9.09%) gave the highest rating of 5 stars. Overall, while the majority are pleased, there's evidence that some scheduling adjustments could further enhance student experience.



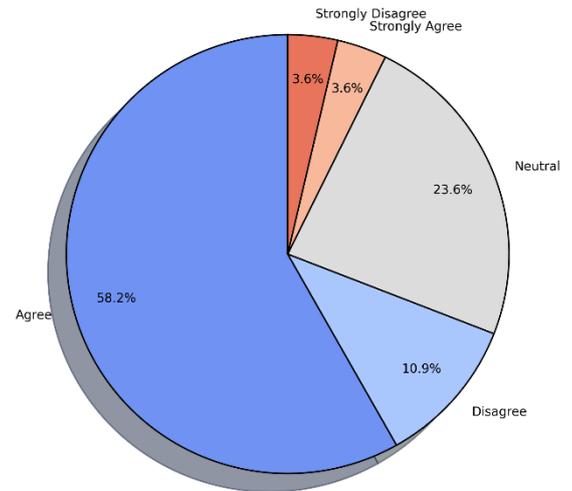
Tests and examinations are conducted within the scheduled timeframe. (Faculty of Allied Health Sciences)

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

Most students (58.18%) at SGT University's Faculty of Allied Health Sciences find the examination and evaluation pattern satisfactory, rating it 4 out of 5 stars. A significant portion (23.64%) gave it a 3-star rating, indicating a general level of contentment. Fewer students gave it lower ratings (10.91% gave 2 stars, and 3.64% gave 1 star), while a small percentage (3.64%) gave it a top 5-star rating. Overall, the feedback suggests a generally positive but not overwhelmingly enthusiastic view of the university's assessment methods.

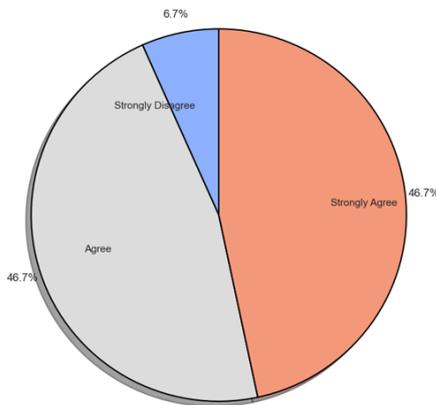


Examination and evaluation pattern of the university is satisfactory. (Faculty of Allied Health Sciences)

Teacher's Feedback

Curriculum Design & Delivery

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

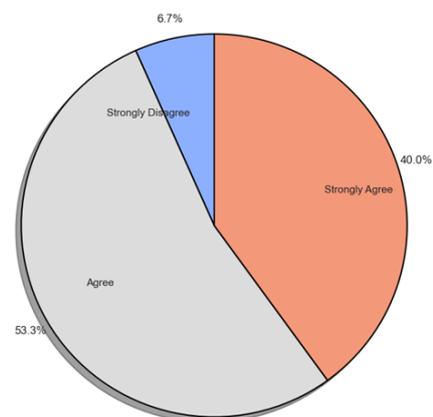


The curriculum is well-structured and aligned with program objectives. (Faculty of Allied Health Sciences)

The feedback on curriculum structure and alignment with program objectives at the Faculty of Allied Health Sciences, SGT University, reveals overwhelmingly positive sentiment. While a small percentage (6.67%) gave a 1-star rating, the vast majority of teachers (93.34%) rated the curriculum highly, with nearly equal proportions awarding 4-star (46.67%) and 5-star (46.67%) ratings. This suggests a strong level of satisfaction with the curriculum's design and its effectiveness in meeting its stated goals. The small number of 1-star ratings warrants further investigation to understand the specific areas needing improvement.

2. Curriculum includes sufficient interdisciplinary components

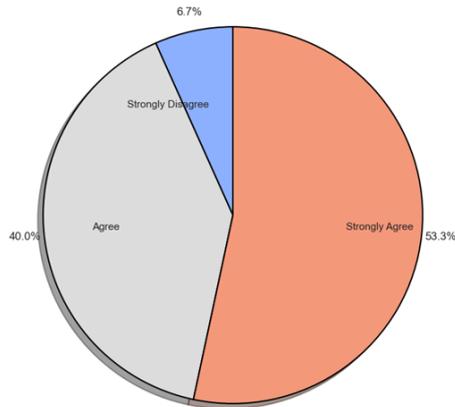
Teacher feedback on the Faculty of Allied Health Sciences curriculum at SGT University reveals a largely positive perception of its interdisciplinary components. While a small percentage (6.67%) rated the interdisciplinary aspects as only one star, the majority strongly agreed, with 53.33% giving a four-star rating and 40% giving a five-star rating. This suggests that the curriculum successfully incorporates interdisciplinary elements, though a small minority believe there's room for improvement.



Curriculum includes sufficient interdisciplinary components. (Faculty of Allied Health Sciences)

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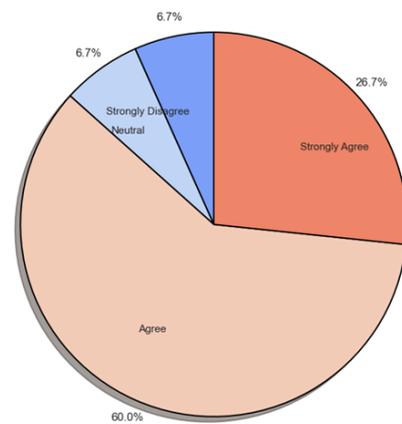
The curriculum is updated regularly to meet industry and societal needs. (Faculty of Allied Health Sciences)

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

The feedback on curriculum updates at the Faculty of Allied Health Sciences, SGT University, reveals overwhelmingly positive sentiment. While a small percentage (6.67%) gave a low 1-star rating, the vast majority of respondents rated the curriculum highly, with 40% giving 4 stars and a significant 53.33% awarding the highest 5-star rating. This indicates a strong perception that the curriculum effectively keeps pace with industry and societal demands

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

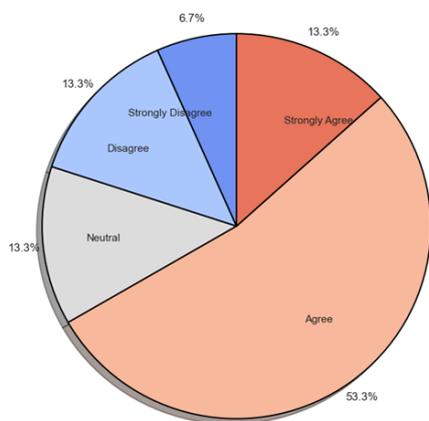
Faculty feedback on academic flexibility at SGT University's Faculty of Allied Health Sciences reveals a largely positive perception, with a significant majority (60%) rating it as 4 out of 5 stars. While a smaller percentage gave it 5 stars (26.67%), a relatively low number of teachers rated it as 1 or 3 stars (6.67% each), suggesting that while many are satisfied, there's room for minor improvements based on the opinions of a small fraction of the respondents. Overall, the data indicates a generally high level of satisfaction with the current academic flexibility options available to students.



Academic flexibility (electives, CBCS, etc.) is sufficient for students. (Faculty of Allied Health Sciences)

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

Teacher feedback on the curriculum's incorporation of emerging areas like AI, IoT, and sustainability reveals a generally positive perception, with a significant majority (53.33%) rating it 4 out of 5 stars. While a considerable portion also gave it 3 stars (13.33%), indicating some areas for potential improvement, the relatively low number of 1 and 2-star ratings (6.67% and 13.33% respectively) suggests that the curriculum's efforts in integrating these emerging fields are largely well-received by the faculty. The 5-star ratings (13.33%) show that some teachers are very satisfied with the current approach. Overall, the feedback indicates a good but not perfect level of integration.



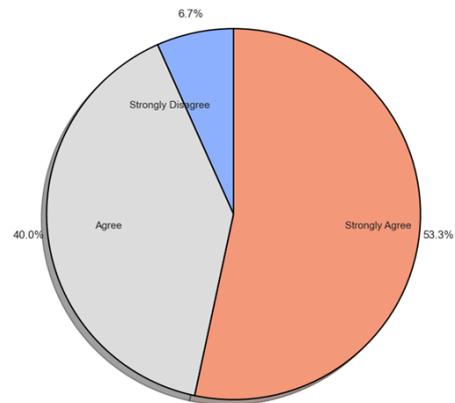
The curriculum incorporates emerging areas (AI, IoT, Sustainability, etc.). (Faculty of Allied Health Sciences)

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

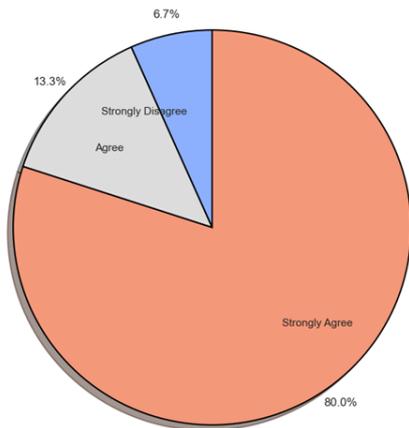
Faculty feedback on the integration of skill-based and value-added courses reveals overwhelmingly positive sentiment. While a small percentage (6.67%) gave a 1-star rating, the vast majority rated the integration highly, with 40% giving 4 stars and a significant 53.33% awarding the highest 5-star rating. This indicates a strong perception that the curriculum effectively incorporates these crucial elements.



Skill-based and value-added courses are well-integrated into the curriculum. (Faculty of Allied Health Sciences)

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

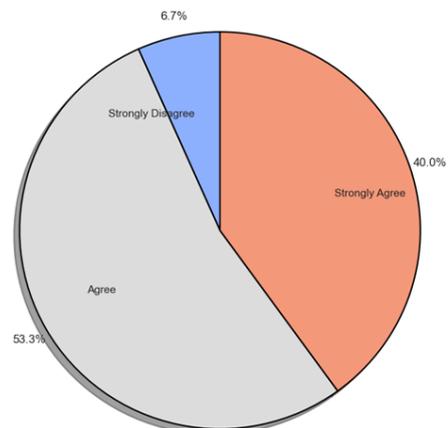
The feedback from Faculty of Allied Health Sciences teachers at SGT University overwhelmingly indicates a high level of satisfaction with the integration of internships, projects, and fieldwork into the syllabus. While a small percentage gave lower ratings (1-star and 4-star), a significant majority (80%) rated this aspect as excellent (5 stars), suggesting that the curriculum effectively prepares students for practical application of their knowledge. The relatively low number of 1-star ratings also suggests that the overwhelmingly positive response is not simply the result of a small sample size.



Internships, projects, and field work are effectively embedded in the syllabus. (Faculty of Allied Health Sciences)

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

Teacher feedback on the encouragement of pedagogical innovations at the Faculty of Allied Health Sciences, SGT University, reveals overwhelmingly positive sentiment. While a small percentage (6.67%) gave a 1-star rating, a significant majority (93.33%) rated the encouragement highly, with 53.33% awarding 4 stars and 40% giving the highest rating of 5 stars. This suggests a strong level of satisfaction with the institution's support for incorporating ICT tools, experiential learning, and flipped classroom approaches into teaching practices.



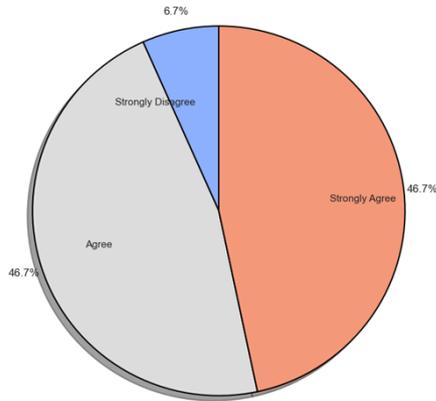
Pedagogical innovations (ICT tools, experiential learning, flipped classroom) are encouraged. (Faculty of Allied Health Sciences)

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Teaching-Learning and Evaluation

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

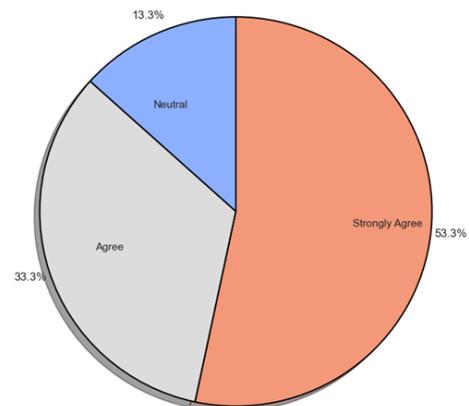


The teaching-learning process is student-centric and participative. (Faculty of Allied Health Sciences)

Teacher feedback on the student-centric and participative nature of the teaching-learning process at the Faculty of Allied Health Sciences, SGT University, reveals overwhelmingly positive results. While a small percentage (6.67%) gave a 1-star rating, the vast majority (93.34%) rated the process highly, with almost equal numbers awarding 4 and 5 stars. This indicates a generally strong perception of student engagement and participation in the teaching process.

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

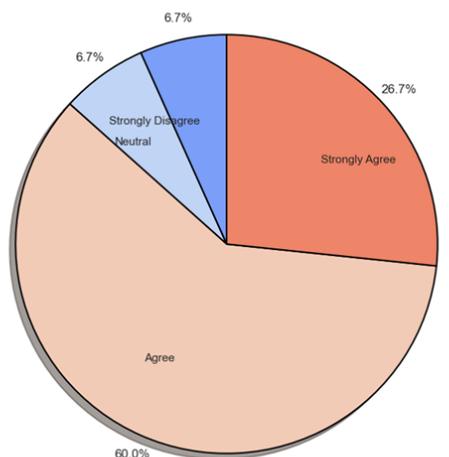
The feedback on the fairness, transparency, and outcome-based nature of the evaluation process at the Faculty of Allied Health Sciences, SGT University, reveals a largely positive perception. While a minority (13.33%) gave a neutral 3-star rating, the majority of respondents expressed satisfaction, with a significant portion (53.33%) awarding the highest 5-star rating and a substantial number (33.33%) providing a positive 4-star rating. This suggests a generally favorable view of the evaluation process, indicating that improvements are needed in certain areas but that the current system is predominantly viewed as effective and equitable.



The evaluation process is fair, transparent, and outcome based. (Faculty of Allied Health Sciences)

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

The majority of teachers at the Faculty of Allied Health Sciences, SGT University, rate the availability of remedial classes and academic support for slow learners highly, with 60% giving a 4-star rating. While a smaller percentage provided 5-star ratings (26.7%), a notable portion also gave 3-star (6.7%) and even 1-star (6.7%) ratings, suggesting that while generally well-regarded, the provision of these supports may not be consistently effective or accessible to all students needing them. Further investigation into the reasons behind the lower ratings would be beneficial to improve the support system.



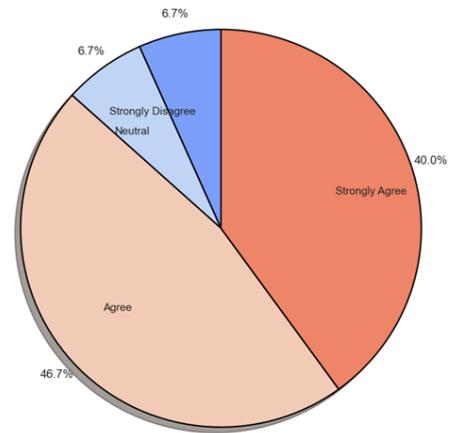
Remedial classes and academic support are available for slow learners. (Faculty of Allied Health Sciences)

Faculty of Allied Health Sciences Feedback Analysis

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4. Advanced learners are encouraged with additional learning opportunities.

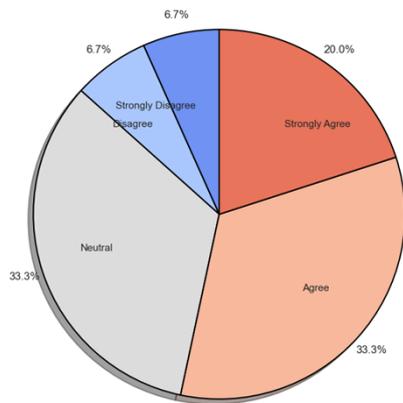
The feedback on providing advanced learners with additional learning opportunities shows a predominantly positive perception among Faculty of Allied Health Sciences teachers at SGT University. While a small percentage gave 1-star and 3-star ratings, the vast majority (86.67%) rated the provision of such opportunities either 4 or 5 stars, indicating a strong level of satisfaction with the current approach and suggesting that opportunities for advanced learners are generally well-received and considered valuable.



Advanced learners are encouraged with additional learning opportunities. (Faculty of Allied Health Sciences)

Research, Development & Extension

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

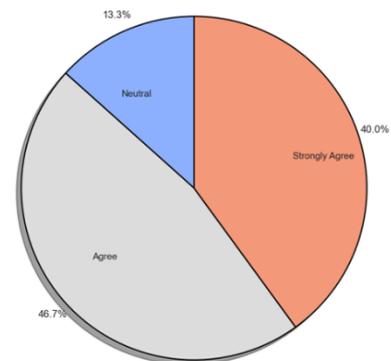


Adequate facilities and support are available for research activities. (Faculty of Allied Health Sciences)

Teacher feedback on research facilities and support at the Faculty of Allied Health Sciences, SGT University reveals a somewhat mixed response. While a significant portion of teachers (66.66%) rated the availability of facilities and support as average (3 or 4 stars), a considerable number (20%) felt it was excellent (5 stars). However, a concerning 13.34% of respondents rated it as poor (1 or 2 stars), suggesting a need to address concerns about inadequate resources or support for research activities within the faculty. This indicates a need for further investigation into the specific issues contributing to the lower ratings to improve research infrastructure and support.

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

Faculty at SGT University's Faculty of Allied Health Sciences largely agree that there is encouragement for publishing in reputed journals and conferences, with a strong majority (86.67%) giving it a 4- or 5-star rating. While a small percentage (13.33%) rated it 3 stars, indicating some room for improvement, the overall feedback strongly suggests a positive and supportive environment for scholarly publication within the faculty.

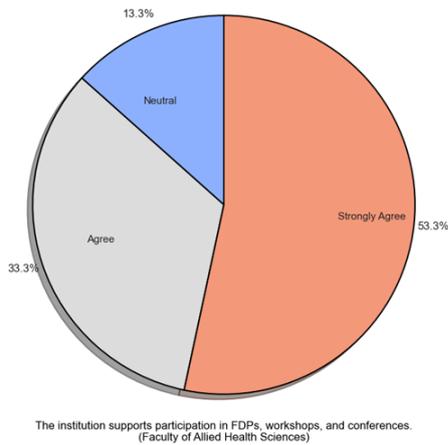


There is encouragement for publishing in reputed journals and conferences. (Faculty of Allied Health Sciences)

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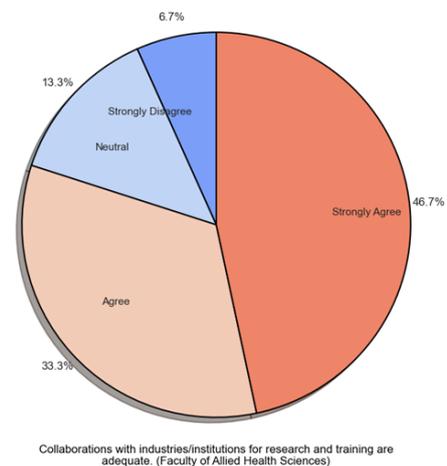
3. The institution supports participation in FDPs, workshops, and conferences



The Faculty of Allied Health Sciences at SGT University demonstrates strong support for faculty development, with a majority of teachers (53.33%) rating the institution's support for participation in FDPs, workshops, and conferences as excellent (5 stars). A significant portion (33.33%) gave a positive rating of 4 stars, indicating a generally favorable view. Only a relatively small percentage (13.33%) provided a 3-star rating, suggesting that while the majority experience strong support, some minor improvements could still be considered

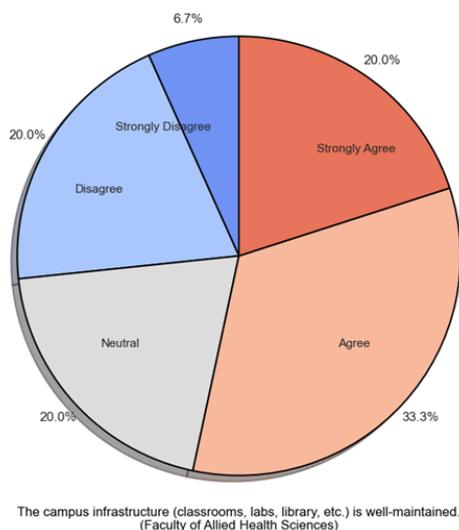
4. Collaborations with industries/institutions for research and training are adequate.

Teacher feedback regarding industry/institutional collaborations for research and training at the Faculty of Allied Health Sciences, SGT University, reveals a largely positive outlook. While a minority rated collaborations as only fair (1-star and 3-star ratings totalling 20%), a significant majority expressed satisfaction, with over 80% giving 4 or 5 stars, indicating that most teachers feel these collaborations are adequate or excellent. The strong showing of 5-star ratings suggests a considerable level of approval.



Infrastructure and Faculties

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



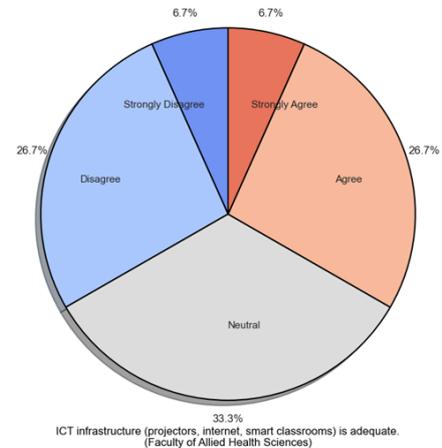
Teacher feedback on the Faculty of Allied Health Sciences' campus infrastructure at SGT University reveals a somewhat mixed opinion, with no single rating dominating. While a significant portion (33.33%) rated the infrastructure's maintenance as 4 stars, indicating a generally positive view, a considerable number also gave lower ratings, with 20% each providing 2 and 3 stars and a smaller 6.67% giving only 1 star. This suggests that while a good number of teachers are satisfied, there's room for improvement in maintaining certain aspects of the campus infrastructure to achieve broader satisfaction among the faculty. The 20% giving 5 stars indicates some excellent experiences but the overall picture shows a need for attention to maintain consistency across the campus.

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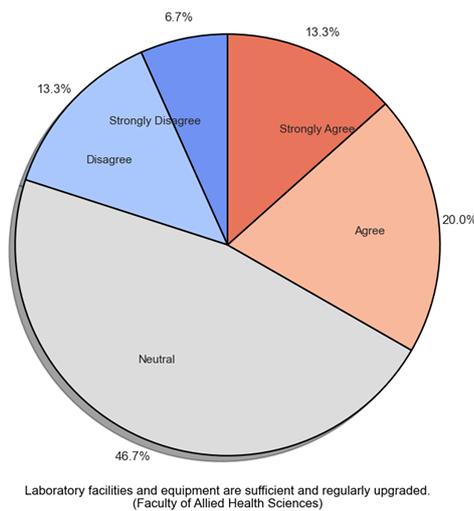
2. ICT infrastructure (projectors, internet, smart classrooms) is adequate.

Teacher feedback regarding the adequacy of ICT infrastructure at the Faculty of Allied Health Sciences, SGT University, reveals a generally neutral to slightly negative perception. While a significant portion (33.33%) rated the infrastructure as average (3 stars), a larger proportion (26.67%) gave it a below-average rating of 2 stars, indicating areas for improvement. The relatively low numbers of 1-star and 5-star ratings suggest a lack of strong positive or negative extremes, pointing towards a widespread perception of moderate inadequacy rather than widespread satisfaction or dissatisfaction.



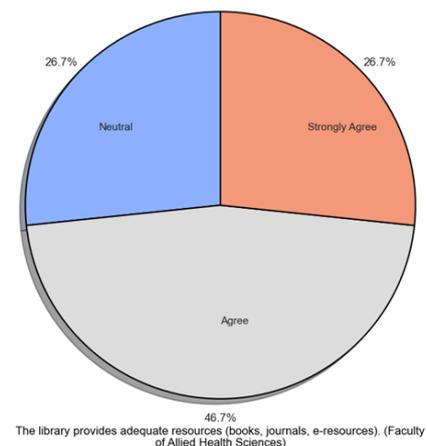
3. Laboratory facilities and equipment are sufficient and regularly upgraded.

Teacher feedback on laboratory facilities and equipment at the Faculty of Allied Health Sciences, SGT University reveals a somewhat mixed response. While a significant portion (46.67%) rated the facilities and equipment as satisfactory (3 stars), a considerable number also expressed less positive views, with nearly a quarter (20% + 13.33% = 33.33%) providing ratings of 2 stars or lower. This suggests that while a majority find the labs acceptable, there's room for improvement, indicated by the substantial number of teachers who feel the resources could be better. The relatively even distribution across ratings points to a need for a more thorough evaluation to pinpoint specific areas requiring attention.



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

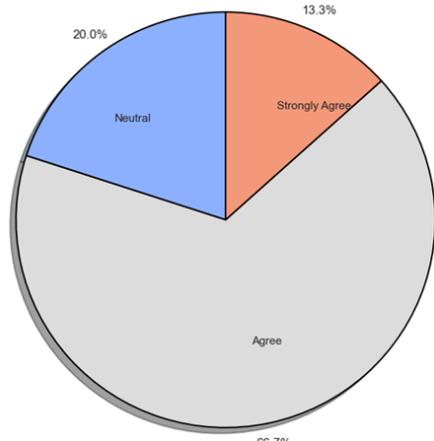
Faculty of Allied Health Sciences teachers at SGT University largely rate the library's resources positively. While a significant portion (46.67%) gave a 4-star rating indicating good resource adequacy, a nearly equal number provided 3 and 5-star ratings (both at 26.67%), suggesting a generally satisfied but not overwhelmingly enthusiastic assessment of the library's resource provision. This indicates a solid foundation but potential for improvement to reach widespread exceptional satisfaction.



Faculty of Allied Health Sciences Feedback Analysis

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



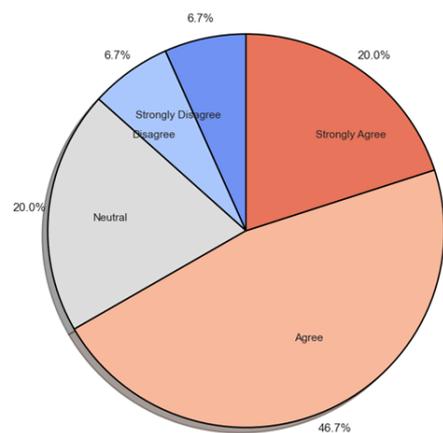
There is access to online learning platforms and academic databases. (Faculty of Allied Health Sciences)

Faculty of Allied Health Sciences teachers at SGT University largely reported positive access to online learning platforms and academic databases. While a minority gave a 3-star rating (20%), the majority provided 4-star (66.67%) and 5-star (13.33%) ratings, indicating a generally favorable perception of resource availability. The high proportion of 4-star ratings suggests that while access is good, there might be room for minor improvements to fully optimize the online learning environment.

Institutional Governance & Support

1. The institution provides opportunities for professional development.

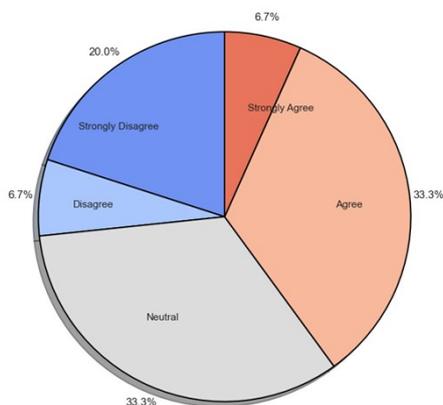
The feedback on professional development opportunities at SGT University's Faculty of Allied Health Sciences shows a generally positive but somewhat mixed response. While a significant portion of teachers (46.67%) rated the opportunities highly with 4 stars, a considerable number also gave lower ratings, with a combined 20% selecting 1 or 2 stars. The presence of a substantial 20% rating 5 stars suggests a subset of teachers experienced excellent professional development, while the relatively high percentage of 3-star ratings (20%) indicates that a large group of teachers feel that the opportunities are adequate but could be improved. Overall, the data indicates a need for a more thorough investigation into the specific areas of strength and weakness to better tailor professional development programs to the faculty's needs.



The institution provides opportunities for professional development. (Faculty of Allied Health Sciences)

2. Administrative procedures are transparent and teacher-friendly.

Teacher feedback on the transparency and teacher-friendliness of administrative procedures at the Faculty of Allied Health Sciences, SGT University, reveals a somewhat mixed response. While a significant portion of teachers (66.66%) rated the procedures as either good (4 stars) or satisfactory (3 stars), a considerable number (20%) gave the lowest rating, suggesting significant room for improvement in clarity and ease of use. The relatively low scores at the higher end of the scale indicate that while some find the procedures acceptable, a substantial proportion experience challenges with transparency and user-friendliness. Addressing the concerns highlighted by the 20% giving the lowest rating should be a priority to enhance overall teacher satisfaction.



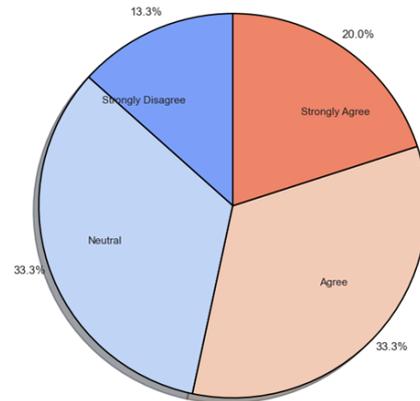
Administrative procedures are transparent and teacher-friendly. (Faculty of Allied Health Sciences)

Faculty of Allied Health Sciences Feedback Analysis

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

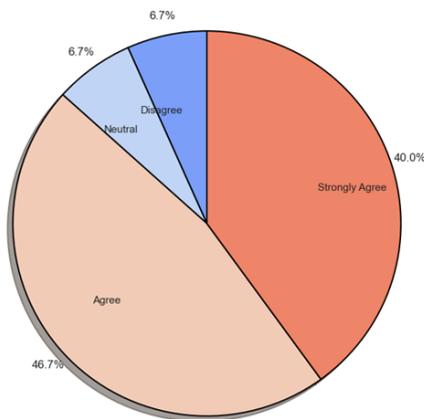
Teacher feedback on welfare and support facilities at the Faculty of Allied Health Sciences, SGT University reveals a somewhat mixed response. While a significant portion (66.66%) of respondents rated the facilities 3 or 4 stars, indicating a generally satisfactory level of support, a considerable number (33.33%) gave lower ratings (1 or 3 stars), suggesting areas for potential improvement. The relatively low percentage of 5-star ratings (20%) further emphasizes the need for addressing concerns regarding the adequacy of medical, financial, and counselling services.



Welfare and support facilities (medical, financial, counselling) are satisfactory. (Faculty of Allied Health Sciences)

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

The feedback from Faculty of Allied Health Sciences teachers at SGT University regarding the incorporation of their feedback into curriculum development and policy reveals a largely positive perception. While a small percentage gave ratings of 2 or 3 stars, a significant majority (86.67%) rated the process 4 or 5 stars, indicating that teacher feedback is generally well-considered in shaping curriculum and policy. This suggests a relatively strong mechanism for incorporating teacher input in the university's decision-making processes.



Feedback from teachers is considered in curriculum development and policy. (Faculty of Allied Health Sciences)

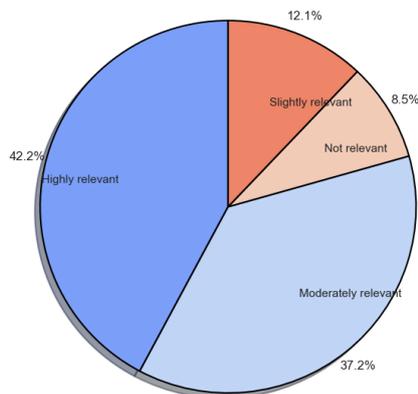
Faculty of Allied Health Sciences Feedback Analysis

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Alumni Feedback

Feedback on Curriculum

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

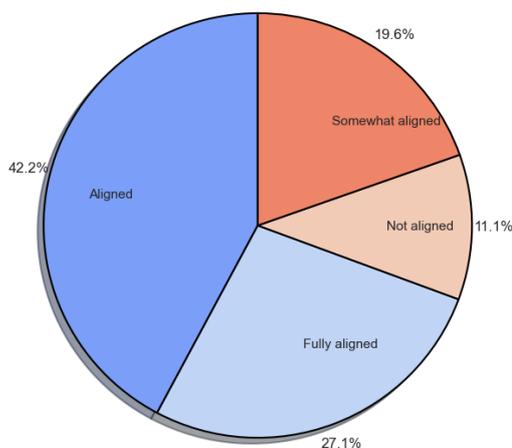


How relevant was the curriculum to your current job or career? (Alumni)

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?

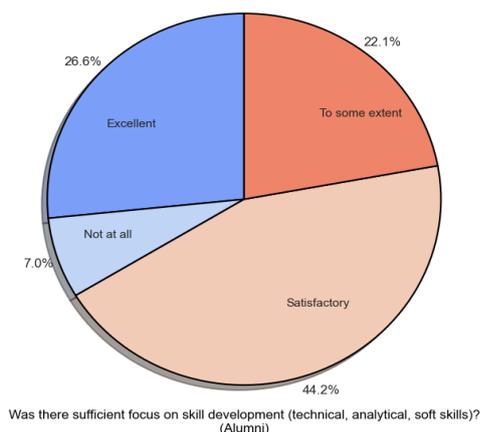
SGT University alumni feedback shows that a significant majority (almost 70%) felt the curriculum was either aligned or fully aligned with current industry standards. While a smaller portion (around 20%) felt it was only somewhat aligned, a relatively small percentage (about 11%) felt the curriculum 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.



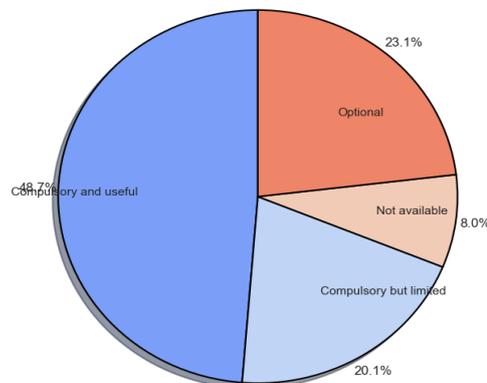
Was there sufficient focus on skill development (technical, analytical, soft skills)? (Alumni)

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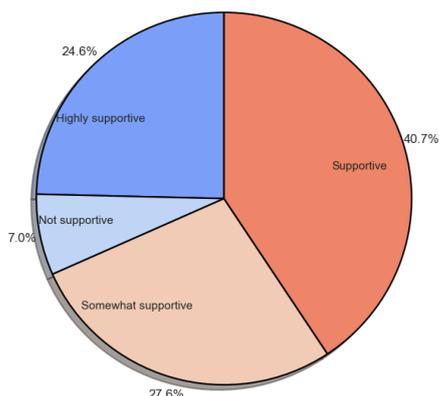
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4. Were internship/apprenticeship opportunities integrated into your course?

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)

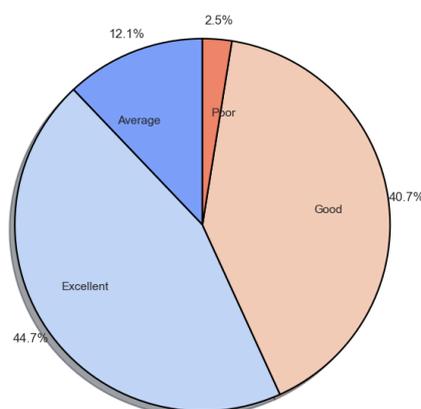
5. Did the program support your preparation for higher studies or competitive exams?

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.

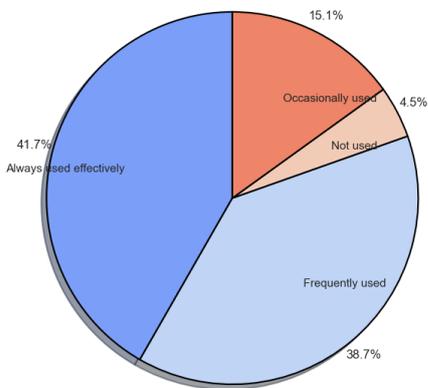


How would you rate the quality of teaching resources (faculty, books, materials)? (Alumni)

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

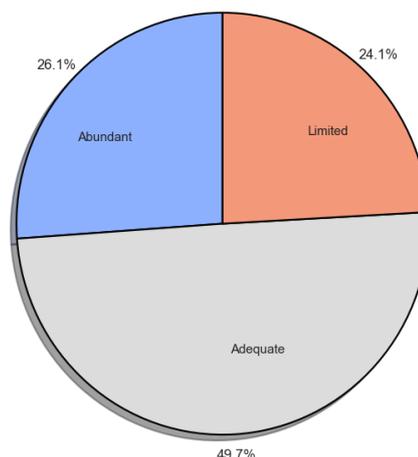


Use of modern teaching aids and learning platforms (PPTs, LMS, etc.): (Alumni)

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.

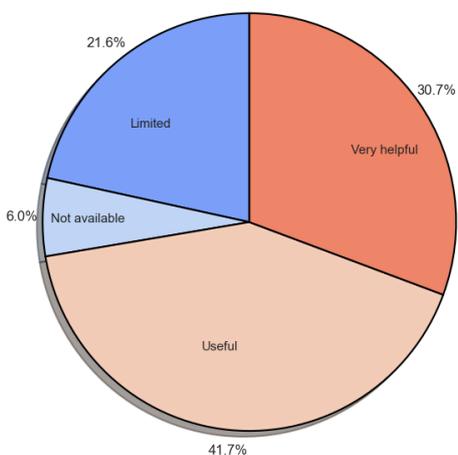
3. Opportunities to participate in research, innovation, or entrepreneurship:

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.

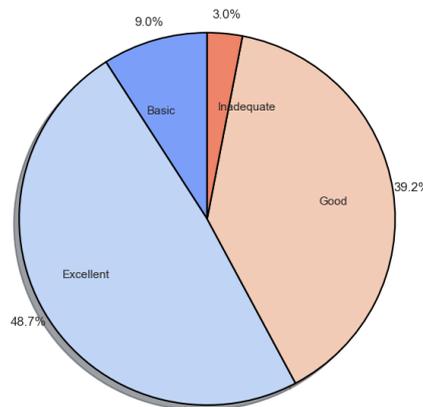
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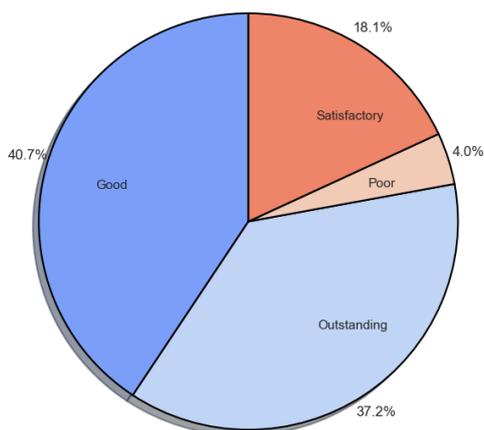
Campus Faculties & Infrastructure

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)



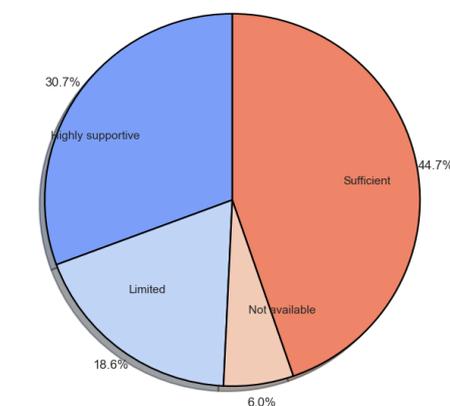
Facilities provided (Library, Labs, Internet, Hostel, Sports): (Alumni)

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:

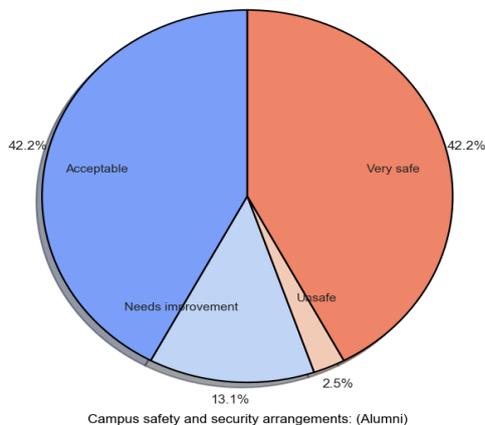
SGT University alumni feedback shows that a significant majority (44.72%) found the availability of digital and physical resources for self-learning and projects to be sufficient. A considerable portion (30.65%) rated the resources as highly supportive, indicating positive experiences. However, a notable 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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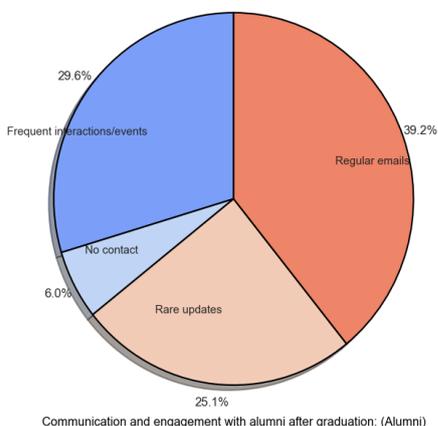
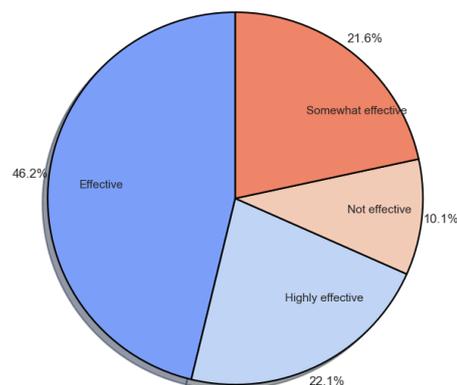
4. Campus safety and security arrangements:

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:

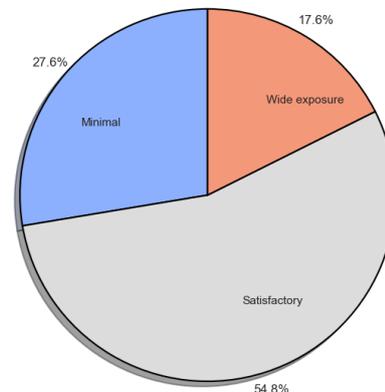
Over half (52.2%) at SGT COP, SGT University rate experiential learning as 5 stars, with 25.5% at 4 stars. Dissent is minimal (2.5–3.1%), reflecting strong hands-on components.

Faculty of Allied Health Sciences Feedback Analysis

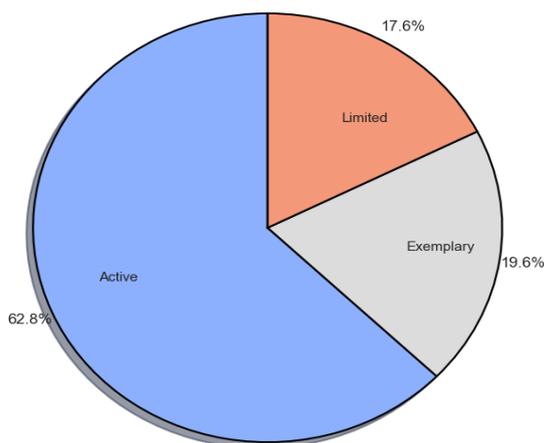
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3. Exposure to international programs (exchange, MOOCs, webinars):

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)

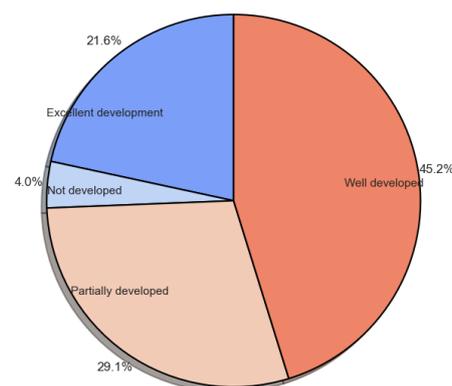
4. Contribution of university towards social responsibility & sustainability:

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.

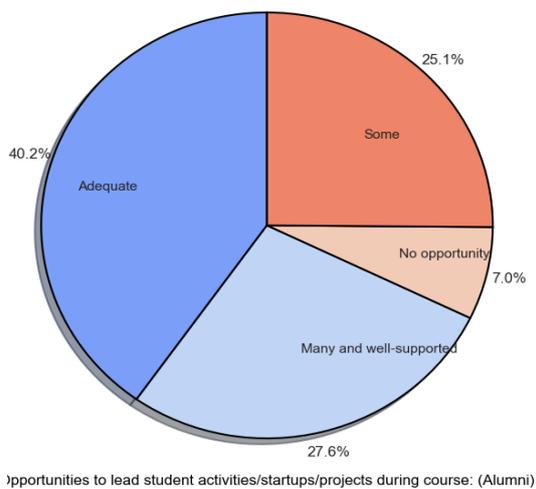


Development of personality, leadership, and communication skills: (Alumni)

Faculty of Allied Health Sciences Feedback Analysis

2024-2025

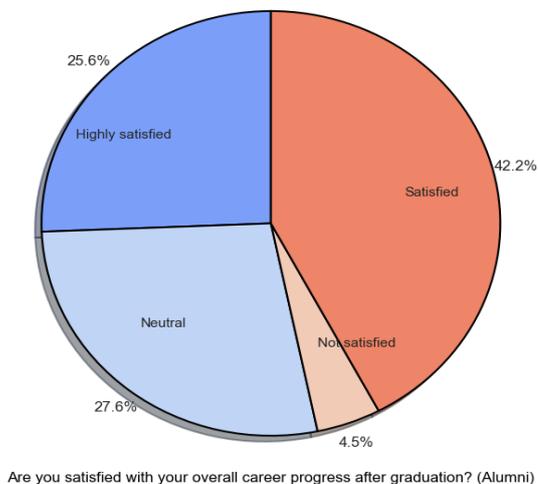
2. Opportunities to lead student activities/startups /projects during course:



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.



Are you satisfied with your overall career progress after graduation? (Alumni)

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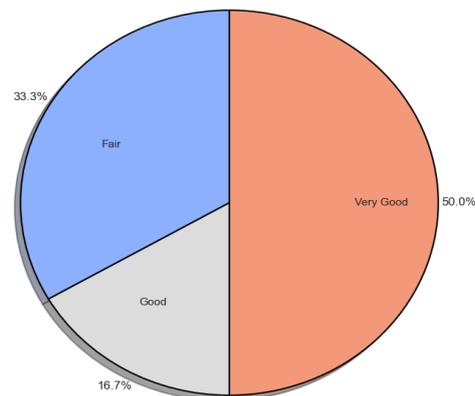
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Employer Feedback

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?

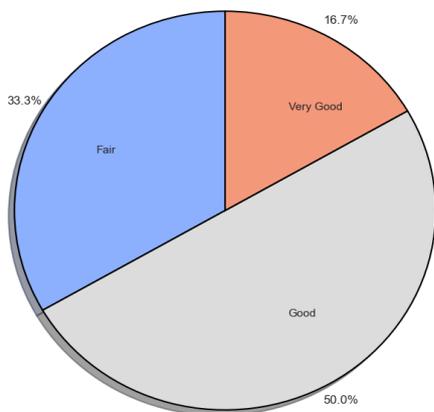
Employer feedback on SGT University graduates' subject knowledge and skills shows a mixed bag. While half of the employers rated graduates at 4 out of 5 stars, indicating a good level of proficiency, a significant portion (one-third) gave only a 2-star rating, suggesting some concerns about the graduates' 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?



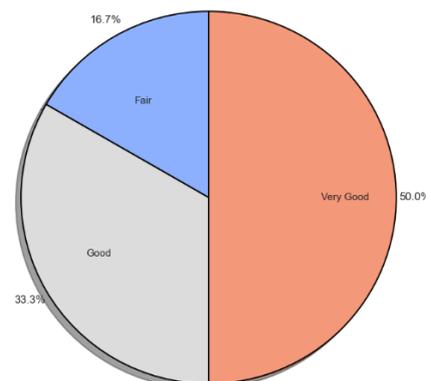
Are SGT graduates effective in team collaboration and clear in both verbal and written communication? (Employer)

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.



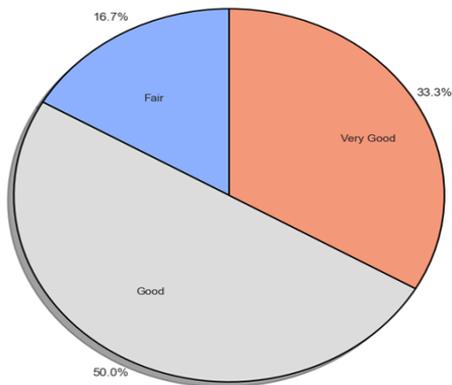
Do SGT graduates consistently demonstrate professionalism and uphold ethical standards in their roles? (Employer)

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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?



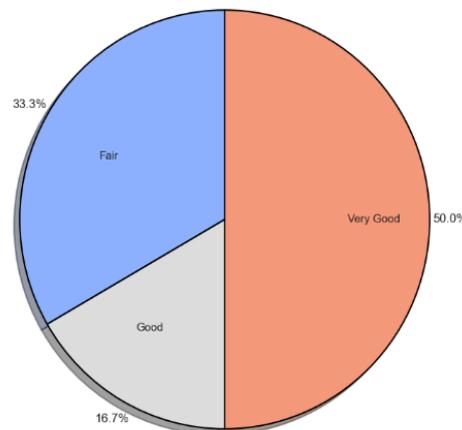
How would you assess the adaptability, initiative, and leadership potential of SGT graduates within your organization? (Employer)

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)

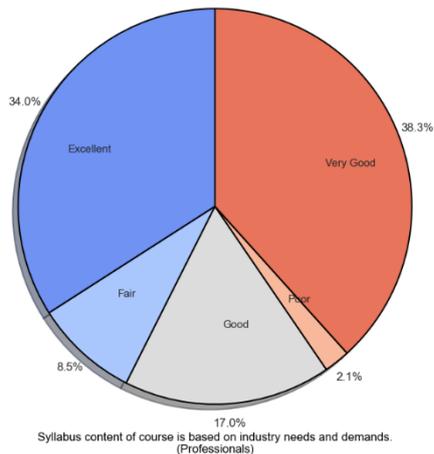
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Professionals Feedback

Feedback on Curriculum

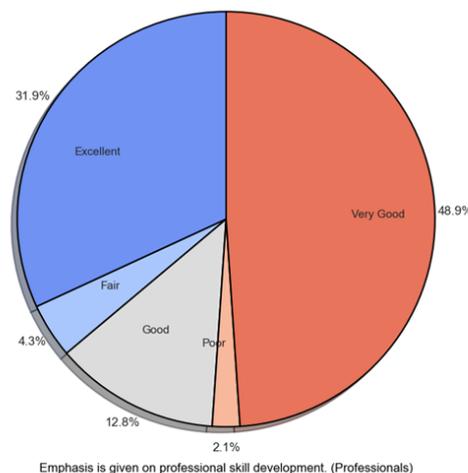
1. Syllabus content of course is based on industry needs and demands.



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.

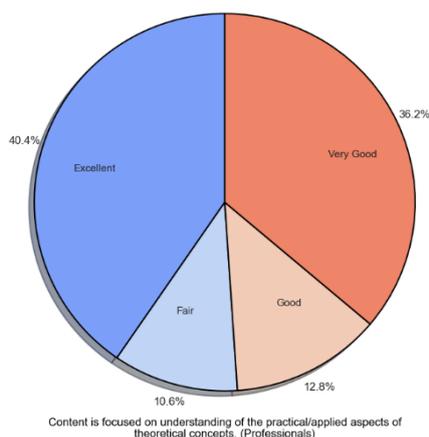
2. Emphasis is given on professional skill development.

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

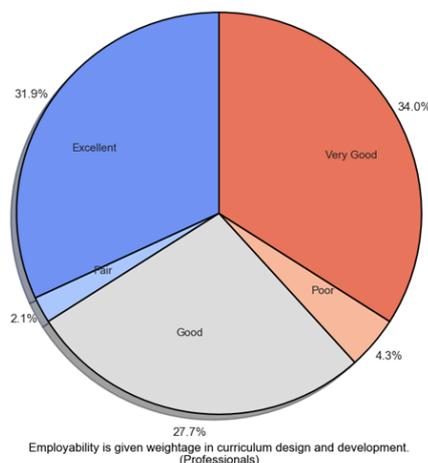


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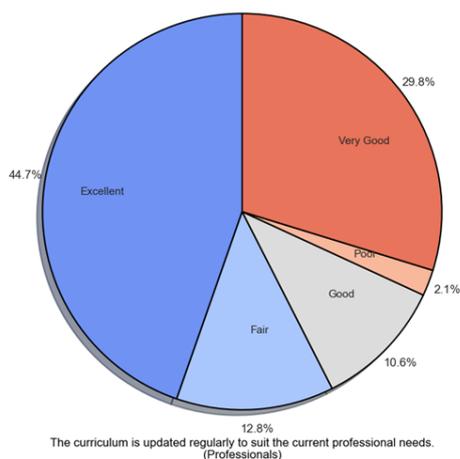
4. Employability is given weightage in curriculum design and development.?

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.



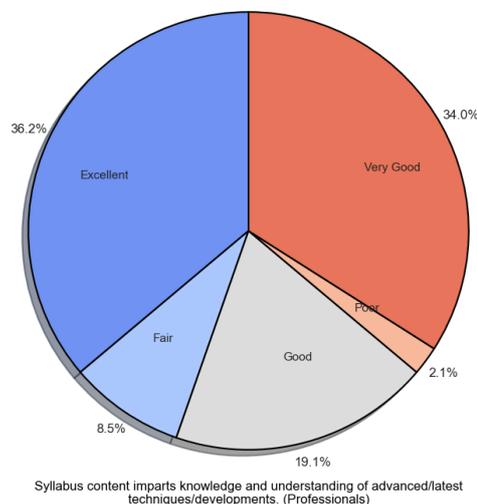
5. The curriculum is updated regularly to suit the current professional needs.

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.

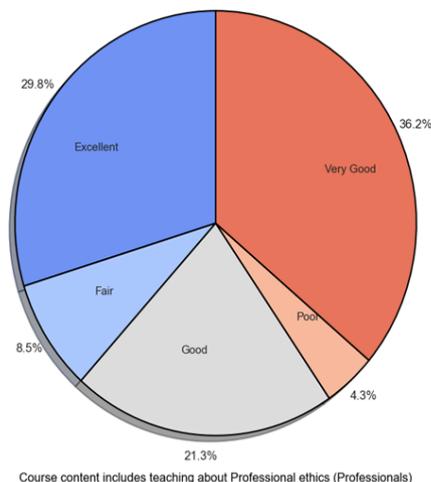
The feedback from Professionals at SGT University shows that a significant majority (over 70%) rated the syllabus content as either excellent (5 stars) or good (4 stars) in terms of imparting knowledge of advanced and latest techniques. While a smaller portion (around 27%) gave it a neutral (3 stars) 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.



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7. Course content includes teaching about Professional ethics

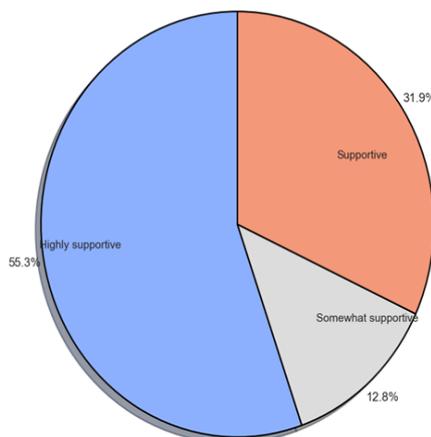


Course content includes teaching about Professional ethics (Professionals)

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.

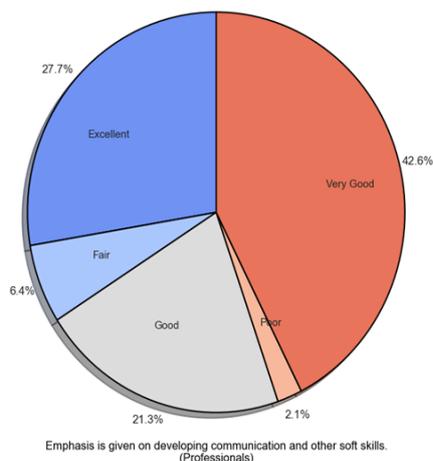
Professionals at SGT University largely approve of the training strategies' effectiveness in fostering a continuous learning attitude among students. A significant majority (55.32%) gave a top rating of 5 stars, indicating strong satisfaction. While a smaller portion (12.77%) gave a neutral 3-star rating, 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.



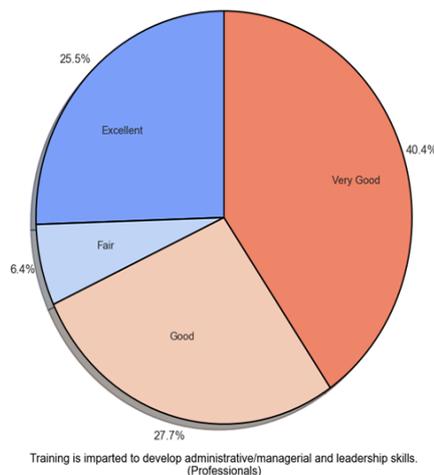
Emphasis is given on developing communication and other soft skills. (Professionals)

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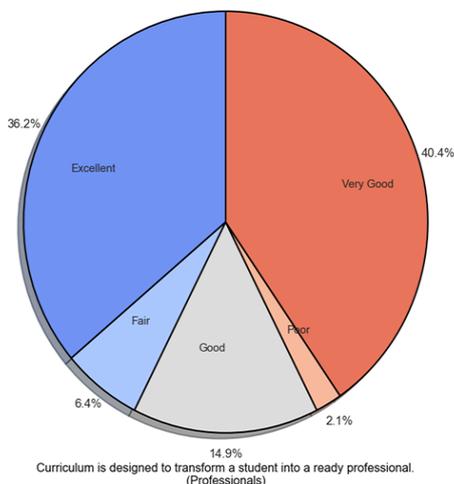
10. Training is imparted to develop administrative/managerial and leadership skills.

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 Allied Health Sciences (FAHS) Feedback Analysis

2024-2025

ATR Summary Report (Faculty of Allied Health Sciences)

S. No.	Context	Student Feedback	IQAC Recommendation	Action Taken
1.	Administrative Processes & Equity	Students requested clearer, more equitable administrative processes. They emphasized equal opportunities for all students in global programs and fieldwork, elimination of perceived favouritism, better scheduling, improved work/rest timings, and stronger institutional discipline.	IQAC suggest the administration to establish transparent, standardized protocols for all student opportunities to ensure fairness. IQAC also recommended strengthening discipline policies and implementing an advance academic and activity schedule.	<ul style="list-style-type: none"> • Sensitized faculty members to follow the Standardized and transparent procedures for student opportunities. • Advance academic and activity schedules have been shared • Discipline norms reinforced through regular monitoring.
2.	Curriculum Enhancement & Skill Development	Students requested major curriculum updates, including more practical workshops, skills-based learning, international topics (neuroscience, psychology), and soft skills such as communication and personality development.	IQAC suggest a comprehensive curriculum review to integrate interdisciplinary and global topics, increase practical components, and evaluate removal of non-core subjects. It also directed adding structured soft-skill modules and including faculty and student input in the curriculum redesign process.	<ul style="list-style-type: none"> • For Curriculum Update- Benchmarking conducted with reputed universities to align curriculum with national and global standards. • Industry Advisory Board (IAB) actively involved, and review taken from IAB members. • Practical, skill-based and soft-skill components strengthened as per industry recommendations

3.	Events & Experiential Activities	Students requested more real-world exposure through regular hospital visits and increased sports and extracurricular activities.	IQAC request the Program Coordinator to implement a structured schedule of hospital visits to strengthen clinical understanding. It also instructed the Student Activities Committee to organize sports and recreational activities regularly.	<ul style="list-style-type: none"> • Regular hospital visits, field exposure, and industry visits implemented to enhance experiential learning. • Project-Based Learning (PBL) initiated across all programs to strengthen practical understanding. • Sports and extracurricular activities scheduled periodically for overall student development.
4.	Exam Structure & Academic Scheduling	Students requested adequate gaps between exams, improved exam timing, completion of syllabus weeks before exams, and provision of study materials before topics begin.	IQAC proposed the Examination Office to revise exam schedules to ensure appropriate preparation gaps. Heads of Department must ensure syllabus completion 2–3 weeks prior to exams. Providing printed notes or study material in advance was also recommended.	<ul style="list-style-type: none"> • Adequate gaps ensured between examinations. • Syllabus completion mandated 2–3 weeks before exams. • Study materials provided in advance.
5.	General Feedback	Most feedback was positive or neutral (“Recommends curriculum,” “Nothing,” “Good work”). One comment praised “more performance.”	IQAC noted the positive feedback and recommended maintaining the current curriculum quality while continuing routine internal reviews. No specific corrective action is required.	<ul style="list-style-type: none"> • Positive feedback acknowledged and shared with faculty. • Continuous internal academic review maintained.
6.	Infrastructure & Sports Facilities	Students requested improvements in sports facilities and increased promotion of sports and physical activity.	IQAC direct the Sports Committee and Estate Office to collaboratively prepare a strategy and budget to improve sports facilities and promote sports activities.	<ul style="list-style-type: none"> • Requirement assessment for sports facilities initiated. • Improvement proposals under planning.

7.	Practical Learning & Clinical Exposure	Students strongly requested enhanced practical experience, including clinical hours outside internships, more field visits, and structured hands-on training with clinical tools. They emphasized exposure to varied patient cases.	IQAC proposed to significantly increase practical learning and field exposure. It mandated a review of practical schedules, expansion of field visits, and establishment of MOUs with hospitals for regular clinical hours and diverse case exposure.	<ul style="list-style-type: none"> • Practical hours increased beyond internships. • Additional field visits and clinical exposure planned. • MoUs with hospitals/diagnostic centres initiated.
8.	Resource Availability (Tools & Instruments)	Students requested better access to modalities and instruments, with structured training on their use.	IQAC proposed department heads to ensure mandatory, structured hands-on interaction with instruments for every student. Faculty must provide detailed training on all clinical tools and ensure equitable access.	<ul style="list-style-type: none"> • Structured hands-on training implemented for all instruments. • Equitable student access to tools ensured under faculty supervision.

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