



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 Agricultural Sciences



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

FEEDBACK 2024-2025

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



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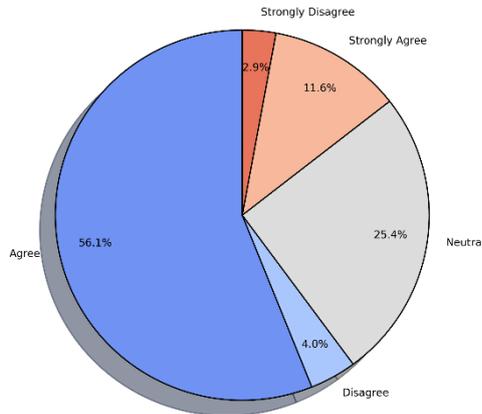
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Student's Feedback

Curriculum Design and Content

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

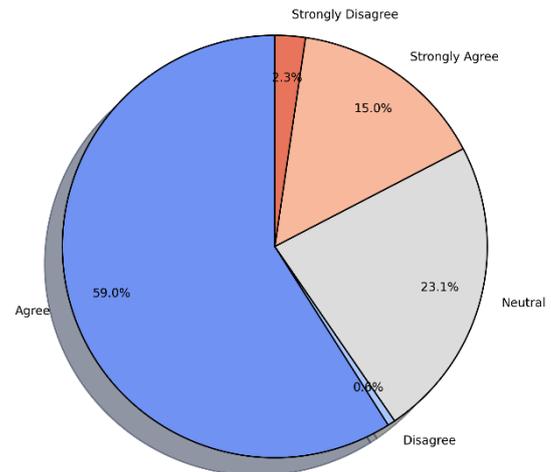


The curriculum is well-structured and logically sequenced. (Faculty of Agricultural Sciences)

Most students (56.07%) rated the curriculum's structure and sequencing as 4 out of 5 stars, indicating a largely positive perception. A significant portion (25.43%) gave it a 3-star rating, suggesting some areas for potential improvement. Fewer students gave lower ratings (2.89% gave 1 star, and 4.05% gave 2 stars), while a smaller percentage (11.56%) rated it a perfect 5 stars. Overall, the feedback suggests the curriculum is generally well regarded, but there's room for refinement based on the considerable number of 3-star ratings.

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

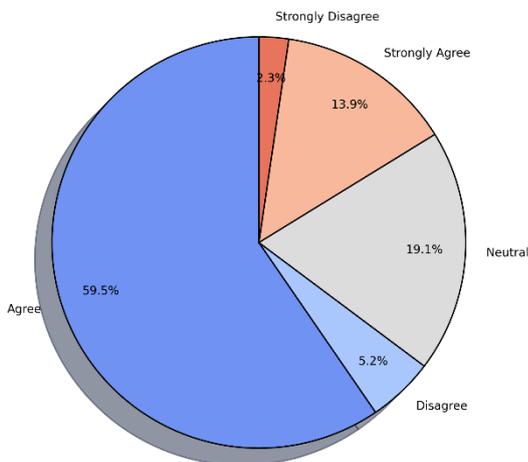
Most students (58.96%) rated the clarity of course objectives and outcomes as 4 out of 5 stars, indicating a generally positive perception. While a significant portion (23.12%) gave a 3-star rating, suggesting some room for improvement, the relatively small number of 1- and 2-star ratings (2.31% and 0.58% respectively) shows that major concerns about unclear objectives are minimal. Overall, the feedback suggests that the Faculty of Agricultural Sciences at SGT University is doing a good job in communicating course objectives and outcomes, but there is still potential to enhance clarity for a better student experience.



Course objectives and outcomes are clearly defined and communicated. (Faculty of Agricultural Sciences)

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

Most students (59.54%) at the Faculty of Agricultural Sciences, SGT University, rated the syllabus content as highly relevant (4 stars) to current industry and academic trends. A significant portion also gave it a 3-star rating (19.08%), indicating general relevance. While a smaller number of students gave lower ratings (2 stars: 5.2% and 1 star: 2.31%), the overall feedback suggests that the syllabus content is largely considered up-to-date and aligned with current needs. Only a small percentage of students felt it was not relevant.



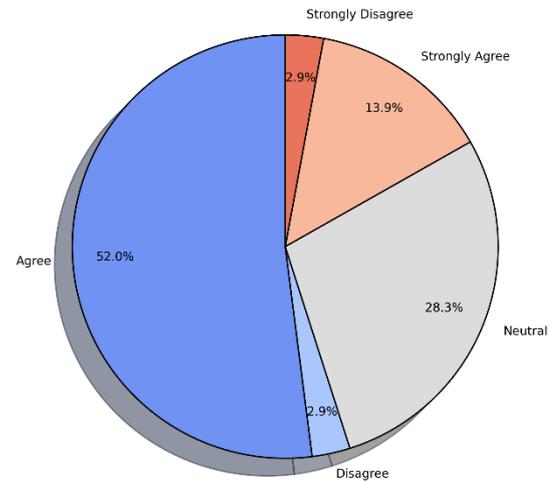
The syllabus content is relevant to current industry and academic trends. (Faculty of Agricultural Sciences)

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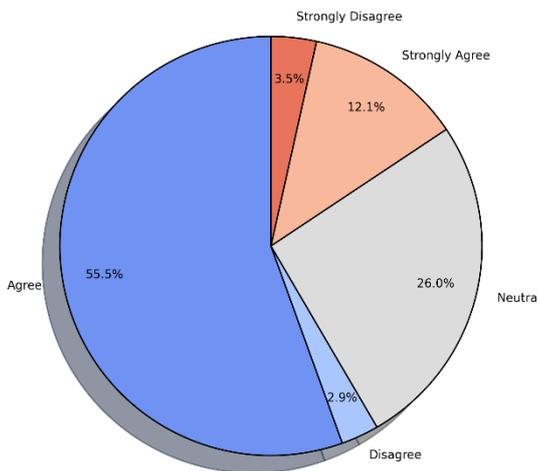
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4. The curriculum promotes critical thinking and problem-solving abilities.

Most students (52.02%) rated the curriculum's promotion of critical thinking and problem-solving skills as 4 out of 5 stars, indicating a generally positive perception. A significant portion (28.32%) gave it a 3-star rating, suggesting some areas for improvement. The relatively low percentages of 1-star and 2-star ratings (2.89% each) and 5-star ratings (13.87%) indicate that while the curriculum is largely seen as effective, there's room to enhance its ability to foster these crucial skills in a larger segment of the student population.



The curriculum promotes critical thinking and problem-solving abilities. (Faculty of Agricultural Sciences)



Curriculum is updated periodically to meet global and national standards. (Faculty of Agricultural Sciences)

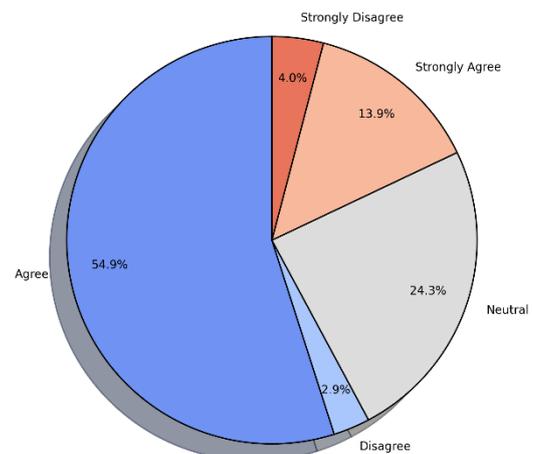
5. Curriculum is updated periodically to meet global and national standards.

Most students (55.49%) rated the curriculum's alignment with national and global standards as 4 out of 5 stars, indicating a largely positive view. A significant portion (26.01%) gave it a neutral 3-star rating, while smaller groups gave it lower ratings (1-star and 2-star). The relatively small number of 5-star ratings (12.14%) suggests room for improvement, perhaps by further enhancing the curriculum's modernity and global relevance. Overall, the feedback reveals a generally positive but not overwhelmingly enthusiastic perception of the curriculum's up-to-datedness.

Skill Development and Employability

1. Courses help in building employability and entrepreneurial skills.

Most students (54.91%) rated the courses highly (4 stars) in terms of their help in building employability and entrepreneurial skills, indicating a generally positive perception. A significant portion (24.28%) gave a neutral rating (3 stars), while smaller numbers gave lower ratings (1 and 2 stars), suggesting that while a majority found the courses beneficial, there's room for improvement to fully address all student needs in this area. A relatively small percentage (13.87%) gave the highest rating (5 stars).



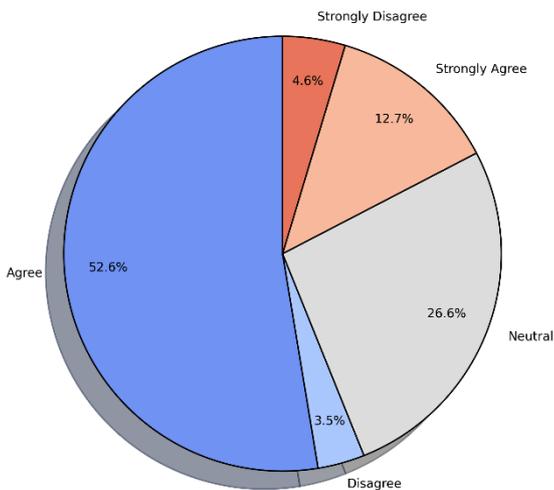
Courses help in building employability and entrepreneurial skills. (Faculty of Agricultural Sciences)

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

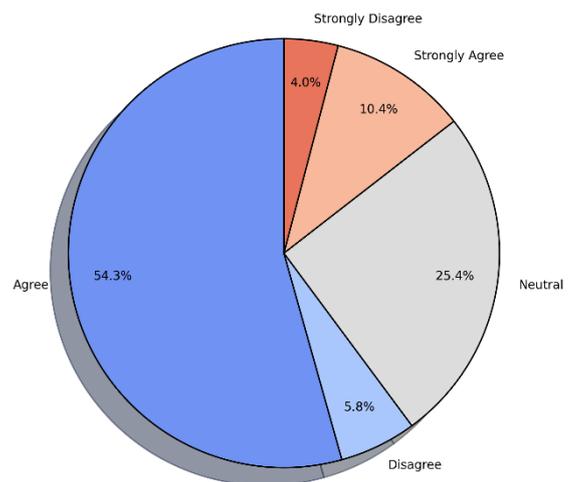
Most students (53.18%) rated the amount of industry exposure in the curriculum as 4 out of 5 stars, indicating a generally positive perception. A significant portion (26.59%) gave it a 3-star rating, suggesting some areas for improvement. While relatively few students gave it the lowest ratings (4.62% gave 1 star and 2.89% gave 2 stars), and a smaller number gave it the top rating (12.72% gave 5 stars), the overall feedback leans towards positive, showing that the program provides a decent amount of industry exposure, but there's room for enhancement to satisfy a larger portion of the student body.



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

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

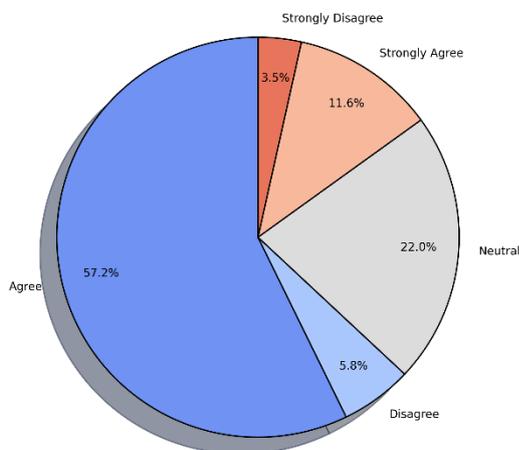
Most students (54.34%) rated the alignment of skill-based courses with job market needs as 4 out of 5 stars, indicating a generally positive perception. While a significant portion (25.43%) gave a 3-star rating suggesting some room for improvement, relatively few students gave low ratings (a combined 9.83% gave 1 or 2 stars). The smaller number of 5-star ratings (10.4%) might suggest that while many students find the courses relevant, there's still potential to further enhance their connection to current industry demands.



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

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

Most students (57.23%) rated the integration of ICT tools in the curriculum as 4 out of 5 stars, indicating a generally positive perception. While a significant portion found it satisfactory (21.97% gave it 3 stars), a smaller number felt it could be improved, with about 9% giving it a 1 or 2-star rating. This suggests that while the faculty is doing a good job incorporating ICT, there's room for further enhancement to address the concerns of a small group of students.



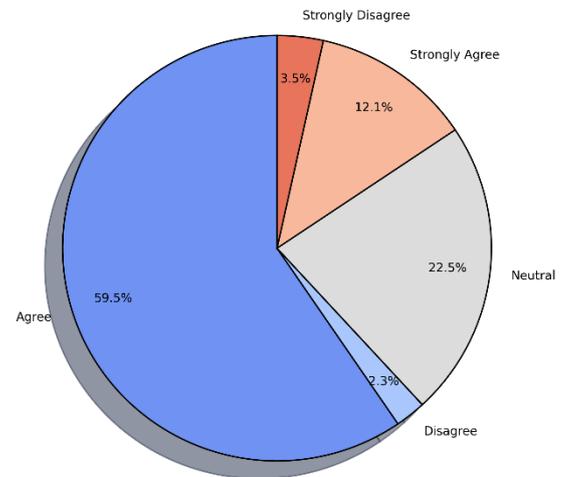
The curriculum integrates ICT (Information and Communication Technology) tools. (Faculty of Agricultural Sciences)

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

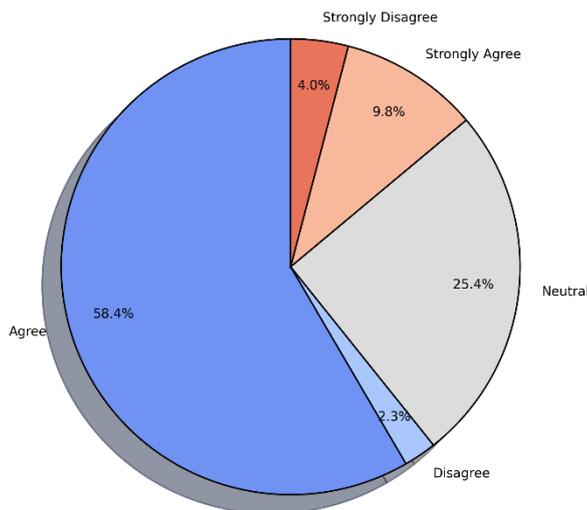
Most students (59.54%) rated the Faculty of Agricultural Sciences' curriculum as supporting innovation, research, and a startup culture at a 4-star level, indicating a generally positive perception. While a significant portion found it satisfactory (22.54% gave 3 stars), a smaller number felt it needed improvement, with around 5% giving it a 1 or 2-star rating. The relatively high 4-star rating suggests that the curriculum is doing a good job in these areas, but there's still room for enhancement based on the less positive feedback from a small group of students.



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

NEP 2020 Integration & Multidisciplinary Approach

1. Curriculum includes flexibility for choosing electives/minor subjects

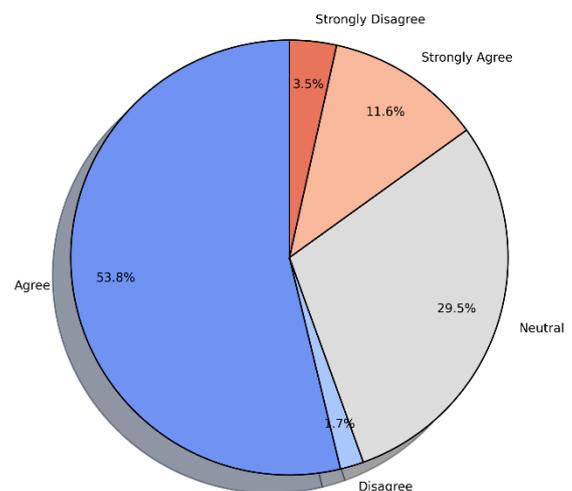


Curriculum includes flexibility for choosing electives/minor subjects. (Faculty of Agricultural Sciences)

Most students (58.38%) at the Faculty of Agricultural Sciences rated the curriculum's flexibility in choosing electives or minor subjects as very good (4 stars). A significant percentage (25.43%) gave it a 3-star rating, indicating general satisfaction. Fewer students gave lower ratings (4.05% gave it 1 star and 2.31% gave it 2 stars), while a small percentage (9.83%) rated it excellent (5 stars). Overall, the feedback suggests that the curriculum's flexibility is mostly well-received, with most students finding it satisfactory or very good, though there's room for improvement based on the small number of students giving it lower ratings.

2. Interdisciplinary/multidisciplinary learning is encouraged.

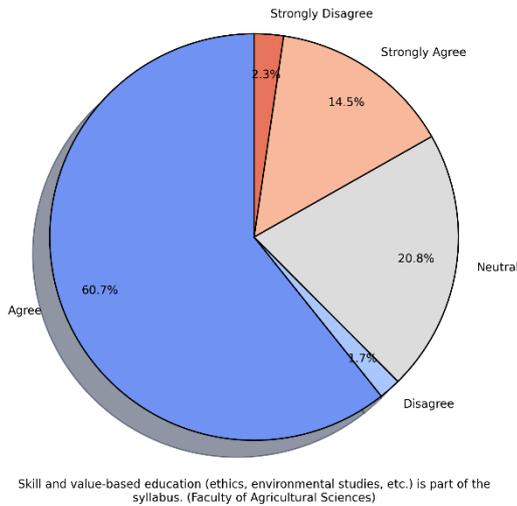
Most students at the Faculty of Agricultural Sciences, SGT University, feel that interdisciplinary/multidisciplinary learning is encouraged, with over half giving it a 4-star rating. While a significant portion rated it 3 stars, indicating a generally positive view, relatively few students gave it the lowest ratings (1 or 2 stars). This suggests that while the program is largely successful in fostering interdisciplinary learning, there's still room for improvement to ensure a higher level of satisfaction among all students.



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

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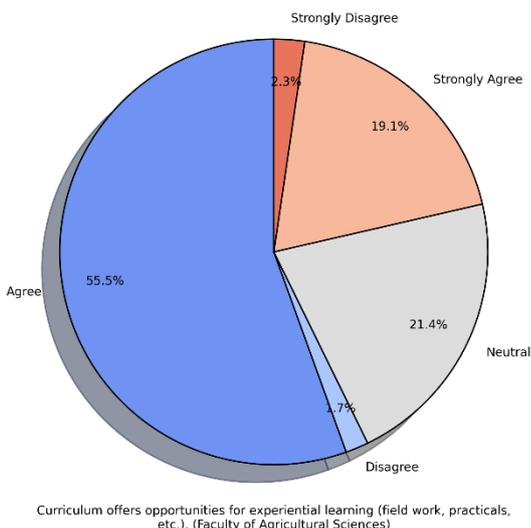
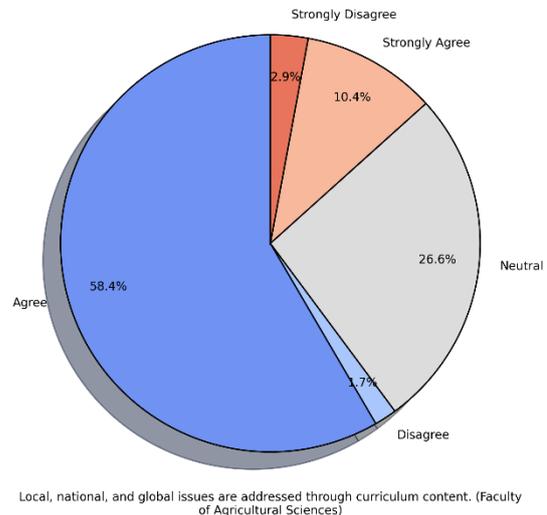


3. Skill and value-based education (ethics, environmental studies, etc.) is part of the syllabus.

Most students at SGT University's Faculty of Agricultural Sciences (60.69%) rated the inclusion of skill and value-based education (like ethics and environmental studies) in the syllabus as excellent (4 stars). A significant portion also gave it a good rating (20.81% gave 3 stars), indicating overall positive perception. While a smaller number of students rated it lower (2.31% gave 1 star and 1.73% gave 2 stars), the feedback overwhelmingly suggests that the university is successfully integrating these important elements into its agricultural science curriculum.

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

Most students (58.38%) at the Faculty of Agricultural Sciences rated the curriculum's coverage of local, national, and global issues as very good (4 stars), indicating a strong emphasis on real-world application. A significant portion (26.59%) gave a positive rating of 3 stars, further supporting this. While a smaller number of students gave lower ratings (1 or 2 stars), the overall feedback suggests the curriculum effectively incorporates these important issues.



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

Most students at the Faculty of Agricultural Sciences, SGT University, believe the curriculum provides good opportunities for experiential learning, with over 75% rating it 4 or 5 stars. While a significant portion gave it a positive rating, a smaller number of students (around 4%) felt the opportunities were only fair (2 or 3 stars), suggesting there's room for improvement in ensuring all students have enriching practical experiences.

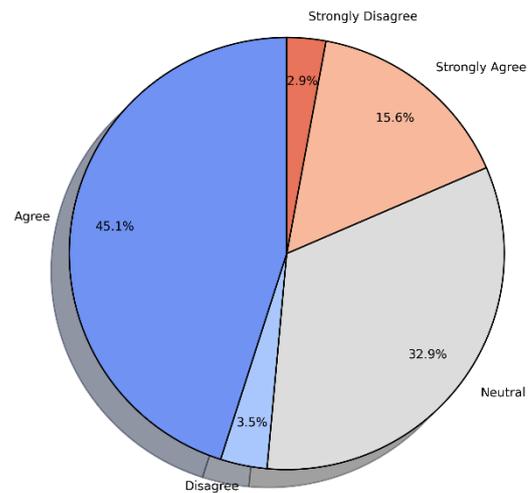
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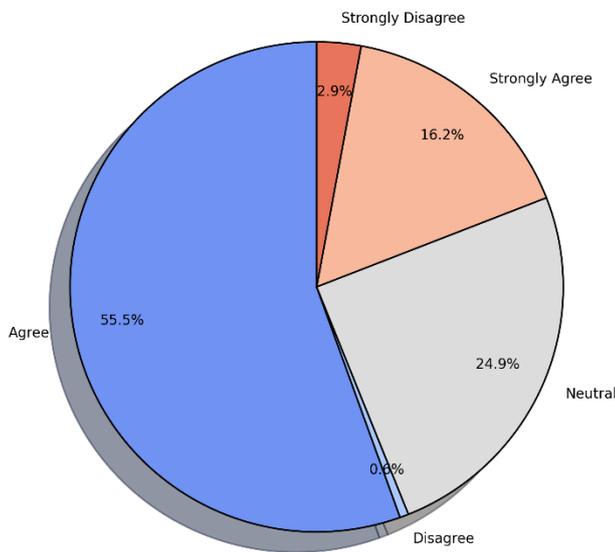
Assessment and Academic Support

1. The evaluation system is transparent and fairly implemented.

Most students at the Faculty of Agricultural Sciences, SGT University, believe the evaluation system is transparent and fairly implemented, with almost half (47.4%) giving it a 4-star rating. A significant portion (32.95%) gave it a 3-star rating, suggesting some areas for improvement. Relatively few students gave it a 1-star (2.89%) or 2-star (1.16%) rating, and 15.61% gave it the highest 5-star rating. Overall, while most students are satisfied, there's room to address concerns raised by those who gave lower ratings to further enhance the system's transparency and fairness.



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



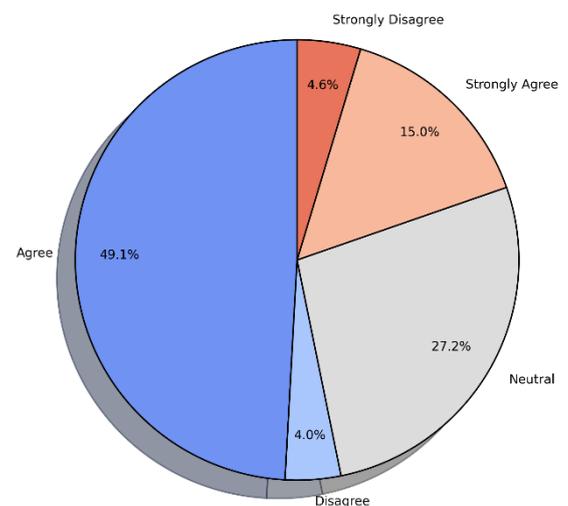
Curriculum provides adequate opportunities for internal assessments and feedback. (Faculty of Agricultural Sciences)

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

Most students (55.49%) at the Faculty of Agricultural Sciences, SGT University rated the curriculum's internal assessments and feedback as good (4 stars). A significant portion (24.86%) gave it a satisfactory rating (3 stars), while a smaller number felt it was either excellent (16.18%) or poor (2.89% gave it 1 star, and only 0.58% gave it 2 stars). Overall, the feedback suggests a generally positive perception of the curriculum's assessment and feedback mechanisms, although there's room for improvement based on the students who rated it lower.

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

Most students (49.13%) at the Faculty of Agricultural Sciences rated the availability of remedial and academic support for difficult subjects as 4 out of 5 stars, indicating a generally positive perception. A significant portion (27.17%) gave it a 3-star rating, suggesting some room for improvement. Fewer students gave lower ratings (4.62% gave 1 star and 4.05% gave 2 stars), while 15.03% gave the highest rating of 5 stars, showing some students found the support excellent. Overall, the feedback suggests that while the support is largely well-received, there's potential to enhance it further based on the feedback from students who rated it as 2 or 3 stars.

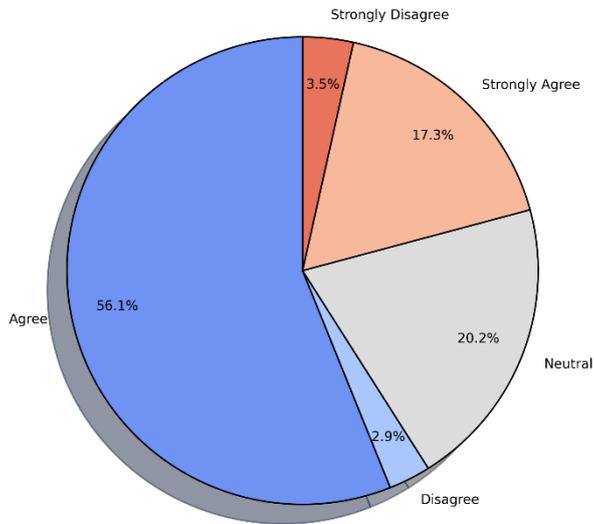


Remedial and academic support is available for difficult subjects. (Faculty of Agricultural Sciences)

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4. Adequate reference books are available in the library.

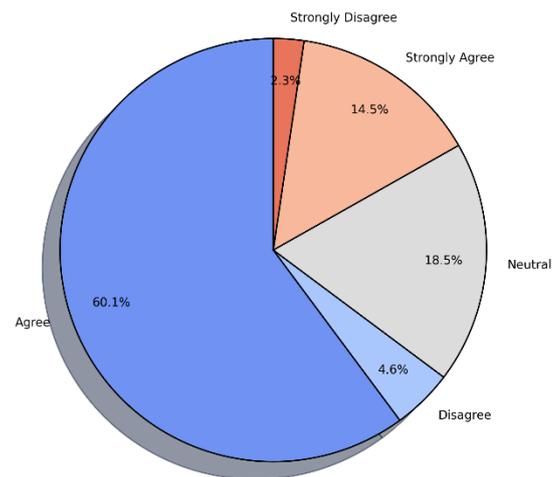


Adequate reference books are available in the library. (Faculty of Agricultural Sciences)

Most students (56.07%) 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 (20.23%) gave a neutral 3-star rating, suggesting room for improvement. A smaller percentage provided lower ratings (3.47% gave 1 star and 2.89% gave 2 stars), highlighting some dissatisfaction with the library's resources. Overall, the feedback reveals a predominantly positive but not overwhelmingly enthusiastic view of the reference book collection.

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

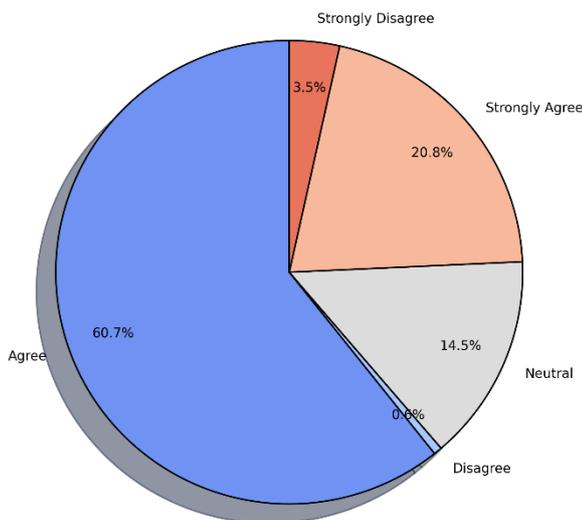
Most students (60.12%) at the Faculty of Agricultural Sciences rated the availability of appropriate print and online reference materials as 4 out of 5 stars, indicating a generally positive perception. While a significant portion found the resources satisfactory, a considerable number also gave lower ratings (nearly 27% gave 2 or fewer stars), suggesting that improvements could still be made to ensure all students have access to sufficient and suitable reference materials.



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

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

Most students (60.69%) at the Faculty of Agricultural Sciences, SGT University, reported that tests and exams were conducted on schedule, giving a positive rating. A significant portion (20.81%) gave the highest rating, while a smaller number (14.45%) gave a neutral rating. Only a few students (3.47%) gave a low rating, and an even smaller percentage (0.58%) gave a very low rating, suggesting that scheduling of tests and exams is generally well-managed.



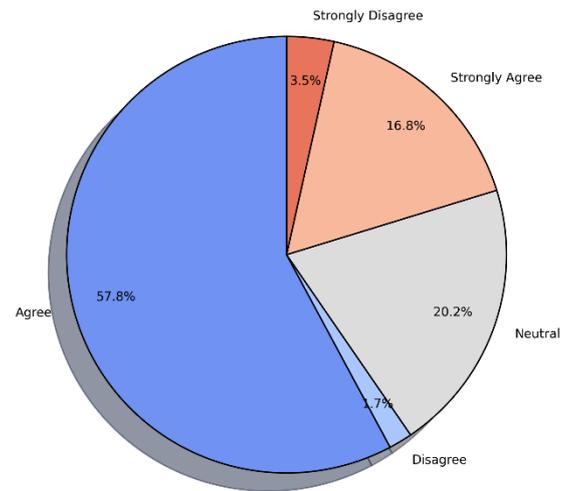
Tests and examinations are conducted within the scheduled timeframe. (Faculty of Agricultural Sciences)

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

Most students (57.8%) at the Faculty of Agricultural Sciences, SGT University, are satisfied with the examination and evaluation pattern, rating it 4 out of 5 stars. A significant portion (20.23%) gave it a neutral 3-star rating, while fewer students gave it lower ratings (3.47% gave it 1 star and 1.73% gave it 2 stars). A smaller number (16.76%) gave it the highest rating of 5 stars. Overall, the feedback suggests a generally positive view of the university's assessment methods, although there's room for improvement based on the number of students providing 1–

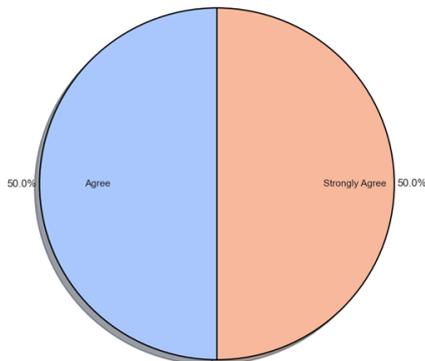


Examination and evaluation pattern of the university is satisfactory. (Faculty of Agricultural Sciences)

Teacher's Feedback

Curriculum Design & Delivery

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

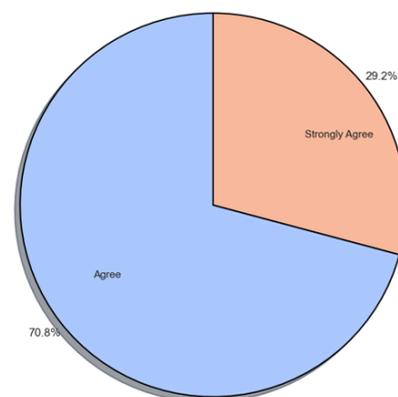


The curriculum is well-structured and aligned with program objectives. (Faculty of Agricultural Sciences)

Faculty feedback on curriculum structure at SGT University's Faculty of Agricultural Sciences indicates overwhelmingly positive views. An equal number of teachers rated the curriculum as four and five stars, demonstrating strong alignment between the program's structure and its stated objectives, suggesting high satisfaction with the curriculum's design and implementation.

2. Curriculum includes sufficient interdisciplinary components.

Teacher feedback on the Faculty of Agricultural Sciences curriculum at SGT University indicates a largely positive perception of its interdisciplinary components. While a significant majority (70.83%) rated the curriculum's interdisciplinary content as 4 out of 5 stars, a further 29.17% gave it the highest possible rating of 5 stars. This suggests a generally high level of satisfaction with the curriculum's integration of diverse subject areas, though room for minor improvement might exist according to a small percentage of respondents.

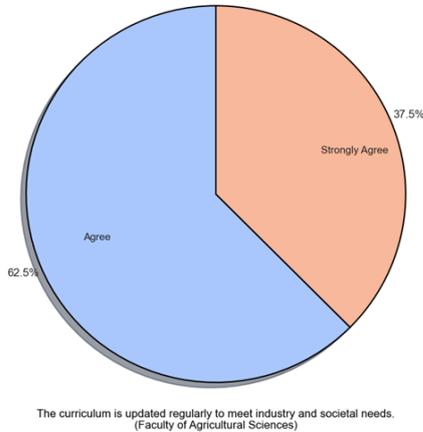


Curriculum includes sufficient interdisciplinary components. (Faculty of Agricultural Sciences)

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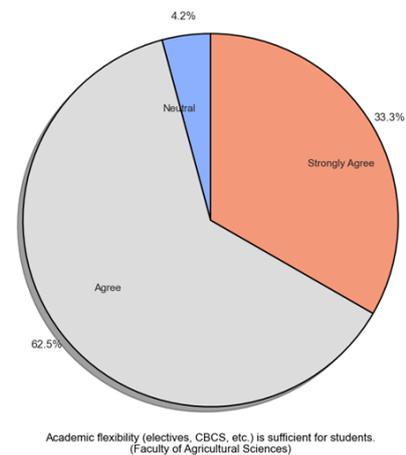
3. The curriculum is updated regularly to meet industry and societal needs



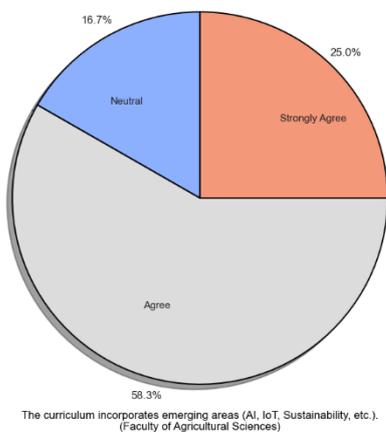
The feedback from teachers at the Faculty of Agricultural Sciences, SGT University, indicates a high level of satisfaction with the curriculum's responsiveness to industry and societal needs. While a significant portion (62.5%) rated the curriculum update process as four stars, a considerable number (37.5%) gave it the highest possible rating of five stars, suggesting a largely positive perception of the curriculum's relevance and timeliness. This overwhelmingly positive response points to a successful strategy in aligning the curriculum with current demands.

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

The feedback from Faculty of Agricultural Sciences teachers at SGT University indicates a largely positive perception of academic flexibility, with the vast majority (62.5%) rating it as 4 out of 5 stars. While a significant portion (33.33%) gave the highest rating of 5 stars, a smaller group (4.17%) rated it a 3 out of 5 stars, suggesting room for minor improvements but overall strong satisfaction with the current system of electives and CBCS.



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



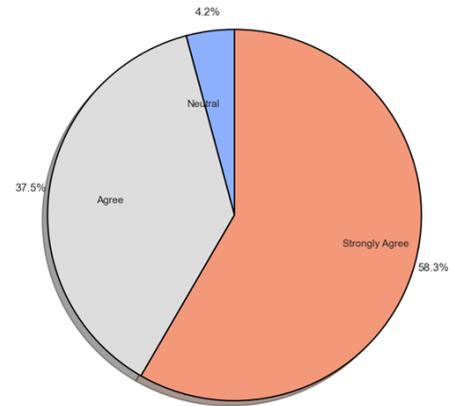
The feedback from Faculty of Agricultural Sciences teachers at SGT University indicates a largely positive perception of the curriculum's incorporation of emerging areas like AI, IoT, and sustainability. While a minority (16.67%) gave a 3-star rating, a significant majority (58.33%) rated it 4 stars, showing considerable satisfaction, and a substantial portion (25%) gave it the highest 5-star rating, demonstrating strong approval. Overall, the data suggests a successful integration of these emerging fields into the curriculum, with room for minor improvements based on the smaller percentage of 3-star ratings.

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

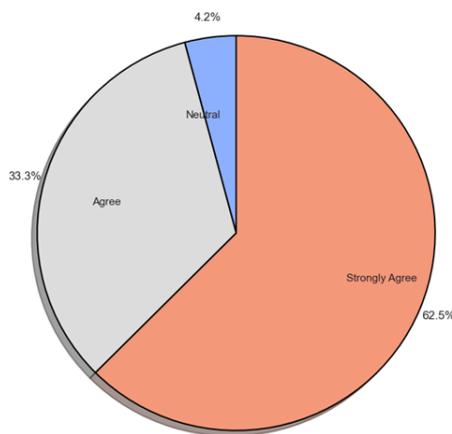
The feedback from teachers at the Faculty of Agricultural Sciences, SGT University, overwhelmingly indicates a high level of satisfaction with the integration of skill-based and value-added courses into the curriculum. While a small percentage (4.17%) gave a 3-star rating, a substantial majority rated the integration highly, with 37.5% giving 4 stars and a significant 58.33% giving the top 5-star rating, suggesting a strong positive perception of the curriculum's practical and enriching components.



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

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

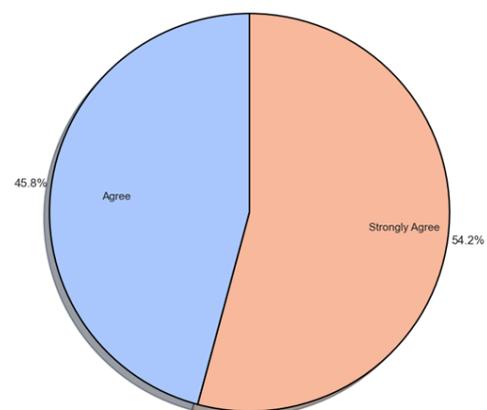
Teacher feedback on the integration of internships, projects, and fieldwork into the Faculty of Agricultural Sciences syllabus at SGT University reveals a highly positive perception. While a small percentage (4.17%) gave a 3-star rating, a significant majority (over 95%) rated the integration as either 4 stars (33.33%) or 5 stars (62.5%), indicating a strong level of satisfaction with the effective embedding of practical learning experiences within the curriculum. This suggests the university successfully incorporates hands-on learning opportunities into its agricultural science programs.



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

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

Teachers at the Faculty of Agricultural Sciences, SGT University, overwhelmingly approve of the encouragement of pedagogical innovations like ICT tools, experiential learning, and flipped classrooms. With over half (54.17%) giving a top 5-star rating and a further 45.83% providing a positive 4-star rating, the feedback strongly indicates a high level of satisfaction and support for these modern teaching approaches within the faculty.



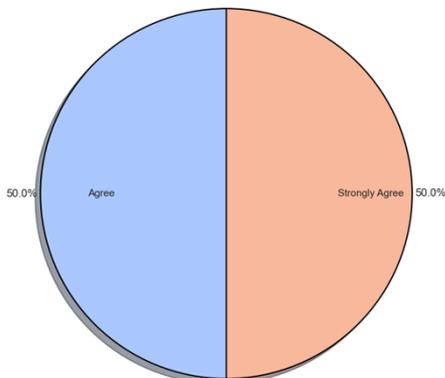
Pedagogical innovations (ICT tools, experiential learning, flipped classroom) are encouraged. (Faculty of Agricultural Sciences)

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Teaching-Learning and Evaluation

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

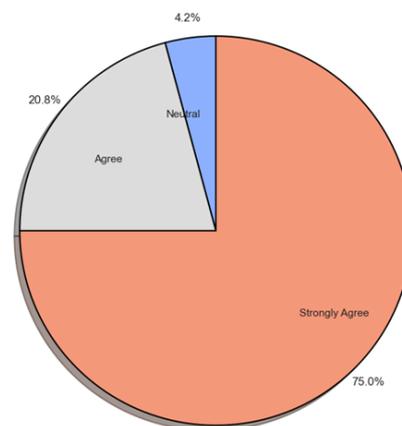


The teaching-learning process is student-centric and participative. (Faculty of Agricultural Sciences)

Faculty feedback on the teaching-learning process at the Faculty of Agricultural Sciences, SGT University, indicates overwhelmingly positive experiences. An equal number of teachers rated the process as both 4-star and 5-star, demonstrating a strong consensus that the teaching-learning environment is highly student-centric and participative. This suggests a successful implementation of student-centered pedagogical approaches.

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

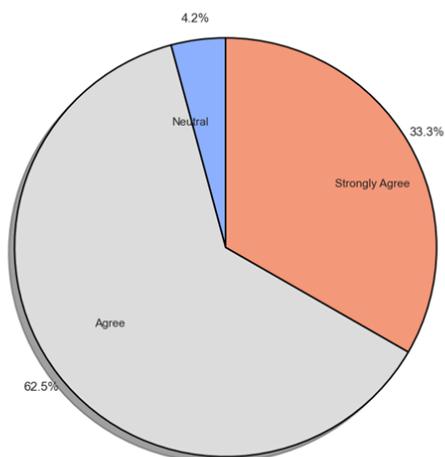
The feedback from Faculty of Agricultural Sciences teachers at SGT University overwhelmingly indicates a positive perception of the evaluation process. While a small percentage (4.17%) gave a 3-star rating, a significant majority (75%) rated the process 5 stars, demonstrating a high level of satisfaction with its fairness, transparency, and outcome-based approach. The remaining 20.83% provided a 4-star rating, suggesting general approval with minor areas for potential improvement. Overall, the data strongly suggests the evaluation system is largely effective and well-regarded by the faculty.



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

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

The overwhelming majority of teachers at the Faculty of Agricultural Sciences, SGT University, rate the availability of remedial classes and academic support for slow learners highly, with 62.5% giving a 4-star rating and 33.33% giving a 5-star rating. A smaller percentage (4.17%) provided a 3-star rating, suggesting overall positive sentiment towards the support systems in place for students who require additional academic assistance. The data indicates a strong level of satisfaction among faculty regarding these resources.



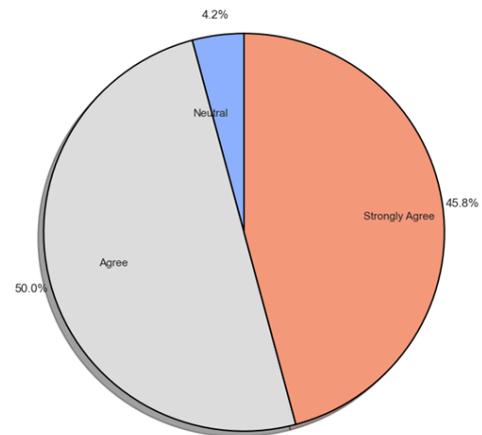
Remedial classes and academic support are available for slow learners. (Faculty of Agricultural Sciences)

Faculty of Agricultural Sciences Feedback Analysis

2024-2025

4. Advanced learners are encouraged with additional learning opportunities.

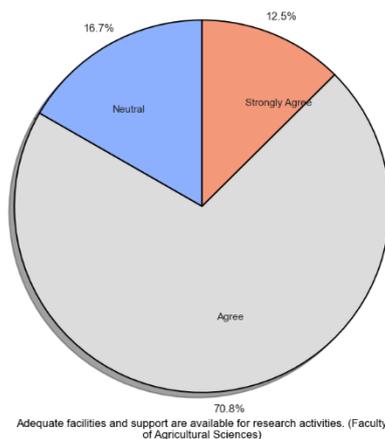
Teacher feedback on providing advanced learners with additional learning opportunities at the Faculty of Agricultural Sciences, SGT University, reveals overwhelmingly positive sentiment. A significant majority (95.83%) of respondents rated the provision of such opportunities as either 4 or 5 stars, indicating a high level of satisfaction and suggesting that the faculty effectively caters to the needs of its more advanced students. While a small percentage (4.17%) gave a 3-star rating, the overall response strongly supports the current approach to advanced learner support



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

Research, Development & Extension

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

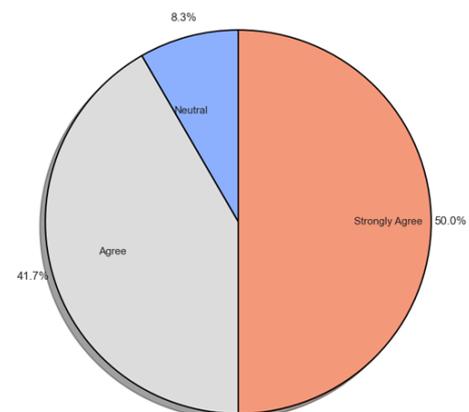


Adequate facilities and support are available for research activities. (Faculty of Agricultural Sciences)

The feedback from Faculty of Agricultural Sciences teachers at SGT University indicates a largely positive perception of research facilities and support. While a minority gave a 3-star rating (16.67%), the vast majority rated the availability of resources at 4 stars (70.83%), demonstrating a high level of satisfaction. A smaller proportion awarded the highest rating of 5 stars (12.5%), suggesting room for potential improvement despite the overall positive sentiment. The results show that research infrastructure and support are generally considered adequate, though further enhancements could elevate the experience for some

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

The feedback from teachers at the Faculty of Agricultural Sciences, SGT University, regarding encouragement for publishing in reputed journals and conferences reveals a largely positive perception. While a small percentage gave a 3-star rating (8.33%), the majority rated it highly, with a significant portion providing 4-star (41.67%) and a substantial number awarding 5 stars (50%). This suggests a strong level of encouragement exists, although there's room for slight improvement based on the minority of 3-star ratings



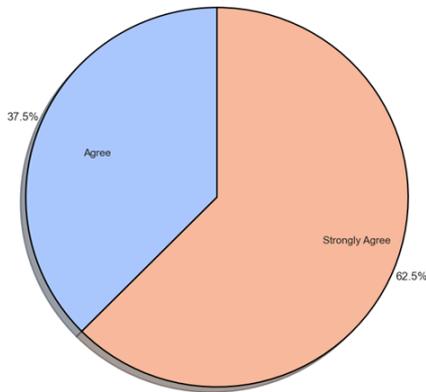
There is encouragement for publishing in reputed journals and conferences. (Faculty of Agricultural Sciences)

Faculty of Agricultural Sciences Feedback Analysis

2024-2025

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

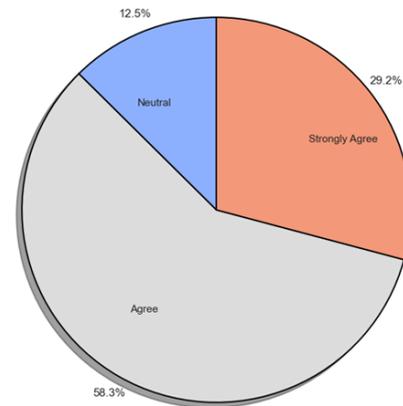
Faculty feedback indicates overwhelmingly positive support for the institution's facilitation of participation in Faculty Development Programs (FDPs), workshops, and conferences, with a significant majority (62.5%) rating it as excellent (5 stars) and the remaining 37.5% rating it as very good (4 stars). This suggests a high level of satisfaction among teachers regarding the institution's provision of opportunities for professional development.



The institution supports participation in FDPs, workshops, and conferences. (Faculty of Agricultural Sciences)

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

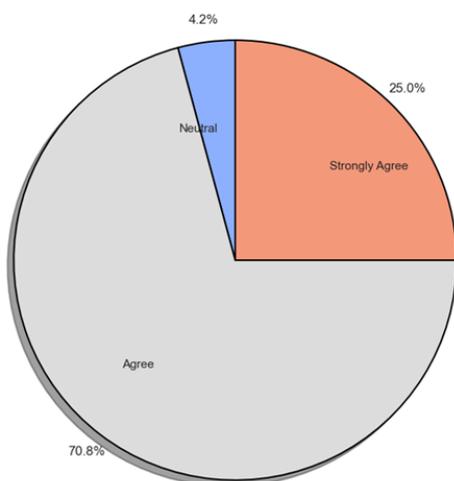
The majority of teachers at SGT University's Faculty of Agricultural Sciences rate collaborations with industries/institutions for research and training as good to excellent, with nearly 90% giving a 4- or 5-star rating. While a smaller percentage (12.5%) rated collaborations as average (3 stars), the overwhelmingly positive feedback suggests a generally high level of satisfaction with existing industry and institutional partnerships for research and training purposes.



Collaborations with industries/institutions for research and training are adequate. (Faculty of Agricultural Sciences)

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 Agricultural Sciences)

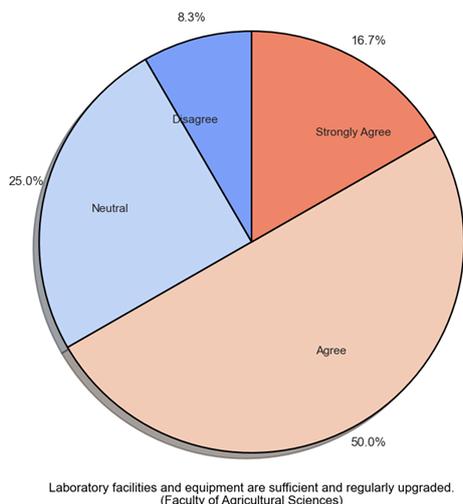
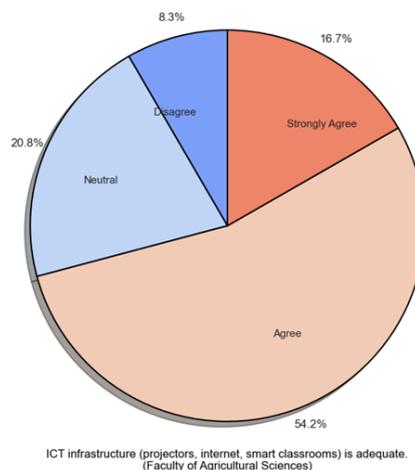
The overwhelming majority of teachers (70.83%) at the Faculty of Agricultural Sciences, SGT University, rated the campus infrastructure as excellent (4 stars), indicating a high level of satisfaction with the maintenance of classrooms, labs, and library. While a smaller portion gave it a good rating (25% gave 5 stars), and a very small percentage rated it as average (4.17% gave 3 stars), the overall feedback strongly suggests that the university's infrastructure is well-maintained and generally meets the needs of the teaching faculty.

Faculty of Agricultural Sciences Feedback Analysis

2024-2025

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

The feedback on ICT infrastructure at the Faculty of Agricultural Sciences, SGT University, reveals a generally positive but not overwhelmingly enthusiastic assessment. While a significant majority (54.17%) rated the infrastructure as 4 out of 5 stars, indicating adequate provision, a notable portion (20.83%) gave a 3-star rating suggesting room for improvement. The relatively low percentages of 2-star (8.33%) and 5-star (16.67%) ratings suggest that while most teachers find the infrastructure satisfactory, there's potential for enhancing it further to meet the needs of all faculty members.

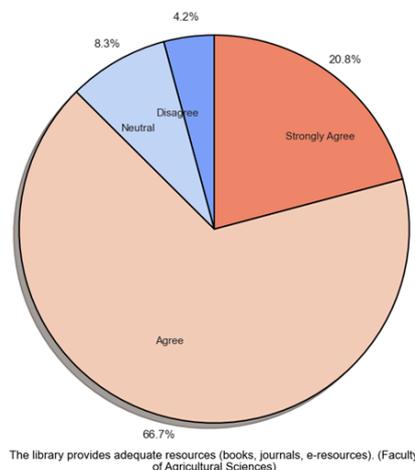


3. Laboratory facilities and equipment are sufficient and regularly upgraded.

Teacher feedback on laboratory facilities and equipment at the Faculty of Agricultural Sciences, SGT University, reveals a generally positive but not overwhelmingly enthusiastic view. While a significant majority (50%) rated the facilities and equipment as 4 out of 5 stars, indicating sufficiency and regular upgrades, a substantial portion (25%) gave a 3-star rating suggesting some room for improvement. The relatively smaller percentages of 2-star (8.33%) and 5-star (16.67%) ratings point to a need for addressing the issues raised by those giving lower ratings while also recognizing the existing positive perception among many teachers.

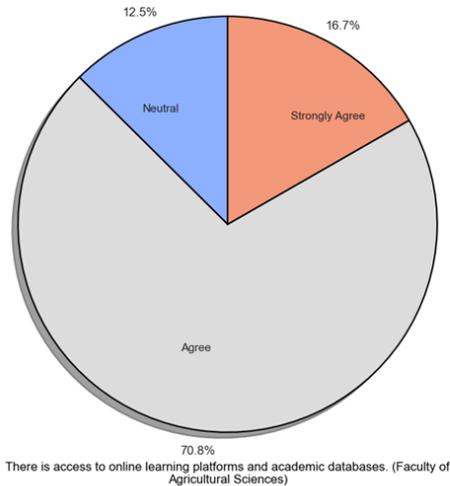
4. The library provides adequate resources (books, journals, e-resources).

The majority of teachers at the Faculty of Agricultural Sciences, SGT University, rate the library's resources as adequate (4 stars), with 66.67% providing this rating. While a significant portion find the resources satisfactory, a notable minority express some dissatisfaction, with combined ratings of 2 and 3 stars accounting for approximately 12.5% of the feedback. This suggests room for improvement, though the overall sentiment points towards a largely positive perception of the library's resource provision.



Faculty of Agricultural Sciences Feedback Analysis

2024-2025



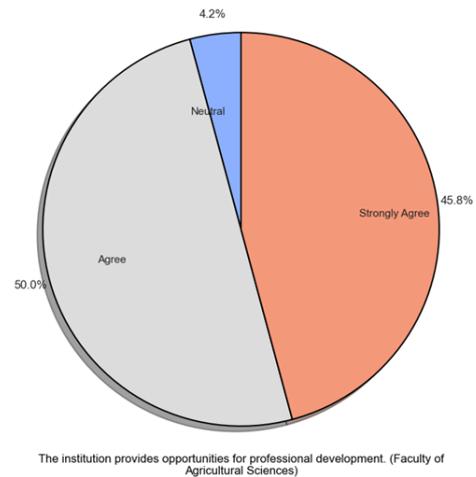
5. There is access to online learning platforms and academic databases.

The Faculty of Agricultural Sciences at SGT University demonstrates largely positive access to online learning platforms and academic databases, with most teachers (70.83%) rating access as 4 out of 5 stars. While a smaller proportion gave 3-star (12.5%) and 5-star (16.67%) ratings, the overall feedback indicates a generally high level of satisfaction with the availability and usability of these resources. The results suggest that improvements may be focused on addressing the concerns of the smaller group providing 3-star ratings.

Institutional Governance & Support

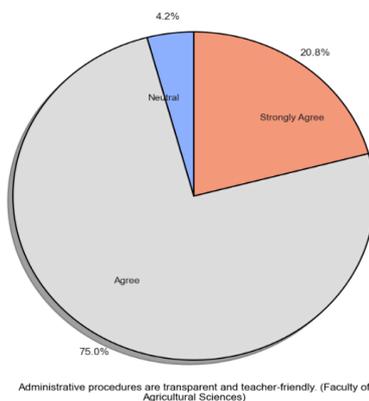
1. The institution provides opportunities for professional development.

Teacher feedback at SGT University's Faculty of Agricultural Sciences overwhelmingly indicates a high level of satisfaction with professional development opportunities. While a small percentage rated the opportunities as average (3 stars), the vast majority (95.83%) gave either a 4-star or 5-star rating, demonstrating a strong positive perception of the institution's commitment to supporting faculty professional growth.



2. Administrative procedures are transparent and teacher friendly.

The overwhelming majority of teachers (75%) at the Faculty of Agricultural Sciences, SGT University, rated administrative procedures as 4 out of 5 stars, indicating a generally positive perception of transparency and user-friendliness. While a smaller proportion gave 5-star ratings (20.83%), suggesting some areas of excellence, a small number (4.17%) provided a 3-star rating, hinting at potential areas for improvement in administrative processes to ensure full satisfaction across the faculty. Overall, the feedback suggests a largely positive experience, but with room for minor refinements to enhance transparency and user-

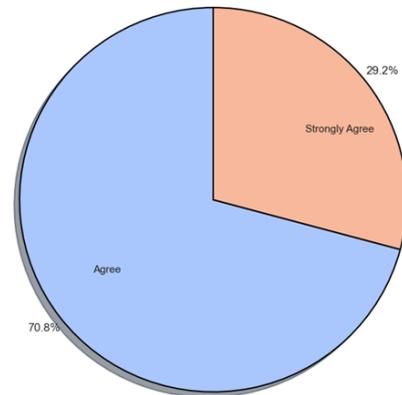


Faculty of Agricultural Sciences Feedback Analysis

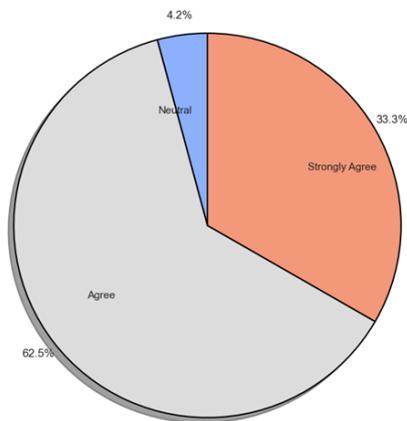
2024-2025

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

Teacher feedback on welfare and support facilities at the Faculty of Agricultural Sciences, SGT University indicates a generally positive but not overwhelmingly enthusiastic response. While nearly 71% rated the facilities as satisfactory (4 stars), a significant minority (29%) gave the highest rating (5 stars), suggesting room for improvement in certain areas to achieve complete satisfaction among all faculty.



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



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

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

The feedback from teachers at the Faculty of Agricultural Sciences, SGT University, regarding the incorporation of their feedback into curriculum development and policy shows overwhelmingly positive results. While a small percentage (4.17%) gave a 3-star rating, a significant majority (62.5%) rated the process 4 stars, and a substantial portion (33.33%) gave it the highest 5-star rating. This indicates that teacher feedback is largely considered and valued in shaping the curriculum and policies at the faculty

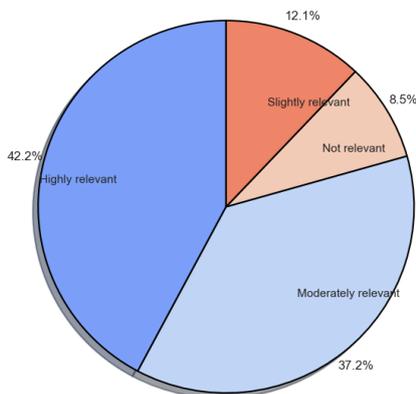
Faculty of Agricultural Sciences Feedback Analysis

2024-2025

Alumni Feedback

Feedback on Curriculum

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

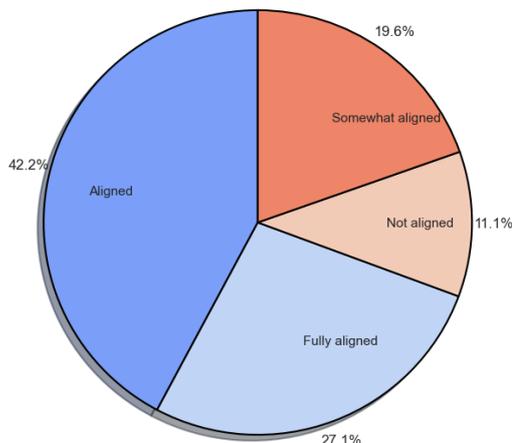


How relevant was the curriculum to your current job or career? (Alumni)

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?

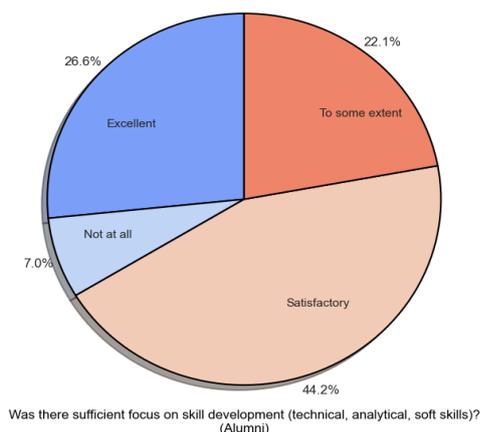
SGT University alumni feedback shows that a significant majority (almost 70%) felt the curriculum was either aligned or fully aligned with current industry standards. While a smaller portion (around 20%) felt it was only somewhat aligned, a relatively small percentage (about 11%) felt the curriculum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



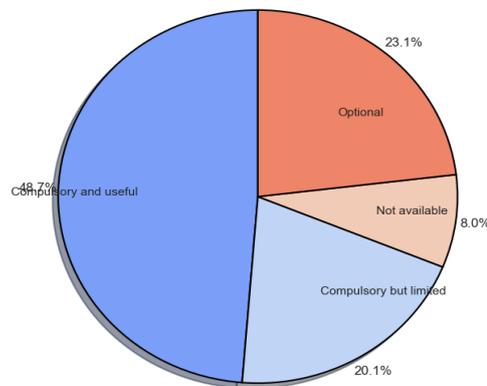
Was there sufficient focus on skill development (technical, analytical, soft skills)? (Alumni)

Faculty of Agricultural Sciences Feedback Analysis

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

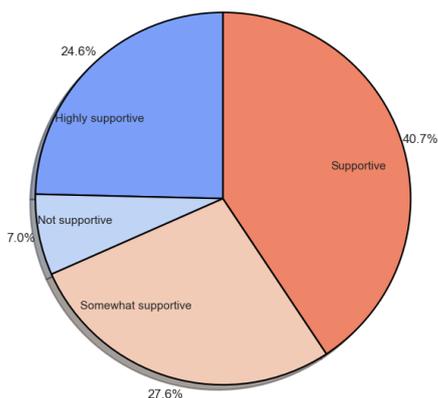
SGT University alumni feedback shows that almost half (48.74%) found internship/apprenticeship opportunities to be both compulsory and beneficial to their studies. A significant portion (20.1%) felt these opportunities were compulsory but limited in scope, while a smaller number (23.12%) reported them 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)

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" (27.6%). 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.

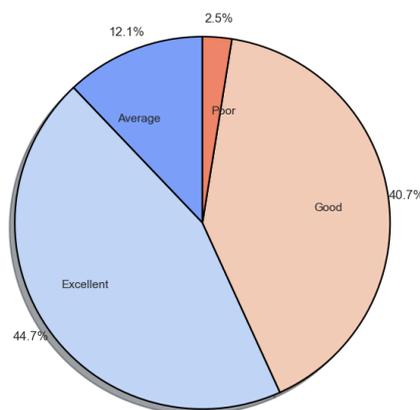


Did the program support your preparation for higher studies or competitive exams? (Alumni)

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.

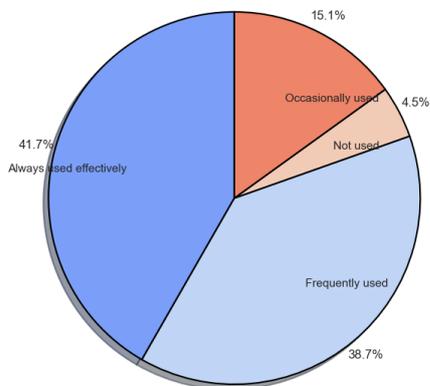


How would you rate the quality of teaching resources (faculty, books, materials)? (Alumni)

Faculty of Agricultural Sciences Feedback Analysis

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

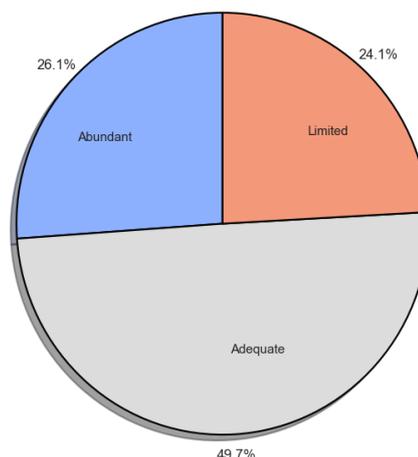


Use of modern teaching aids and learning platforms (PPTs, LMS, etc.): (Alumni)

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.

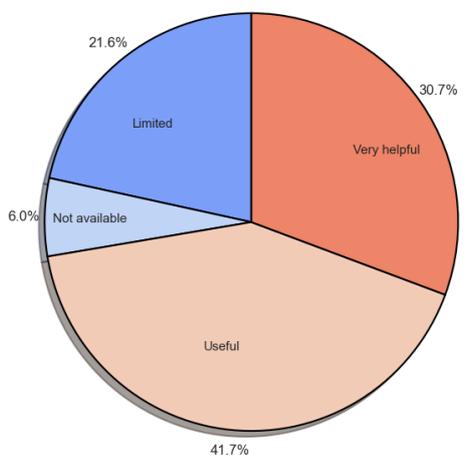
3. Opportunities to participate in research, innovation, or entrepreneurship:

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.

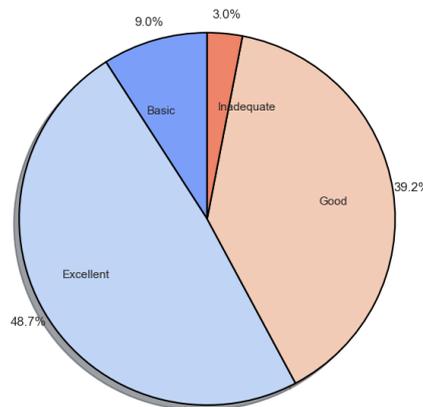
Faculty of Agricultural Sciences Feedback Analysis

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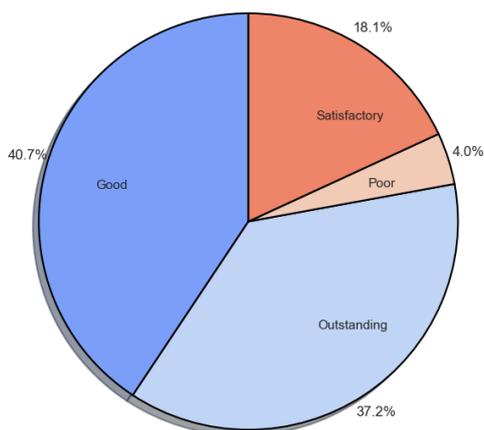
Campus Facilities & Infrastructure

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)



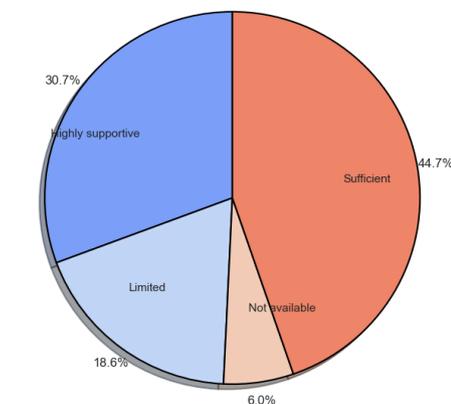
Facilities provided (Library, Labs, Internet, Hostel, Sports): (Alumni)

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:

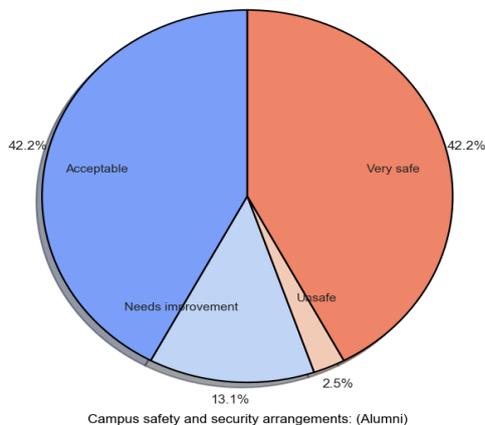
SGT University alumni feedback shows that a significant majority (44.72%) found the availability of digital and physical resources for self-learning and projects to be sufficient. A considerable portion (30.65%) rated the resources as highly supportive, indicating positive experiences. However, a notable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

Faculty of Agricultural Sciences Feedback Analysis

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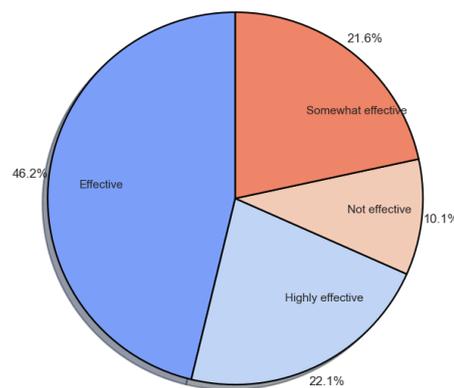
4. Campus safety and security arrangements:

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.

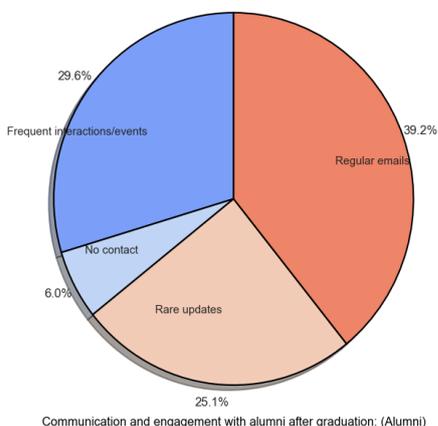
Institutional Services & Outreach

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.



Effectiveness of the Training & Placement Cell in supporting career goals: (Alumni)



Communication and engagement with alumni after graduation: (Alumni)

2. Communication and engagement with alumni after graduation:

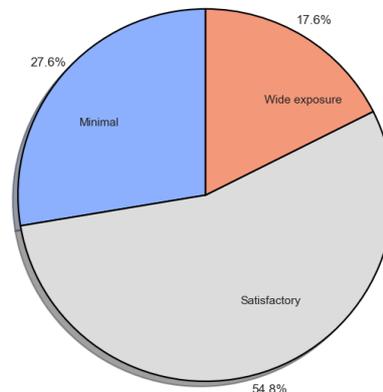
Over half (52.2%) at SGT COP, SGT University rate experiential learning as 5 stars, with 25.5% at 4 stars. Dissent is minimal (2.5–3.1%), reflecting strong hands-on components.

Faculty of Agricultural Sciences Feedback Analysis

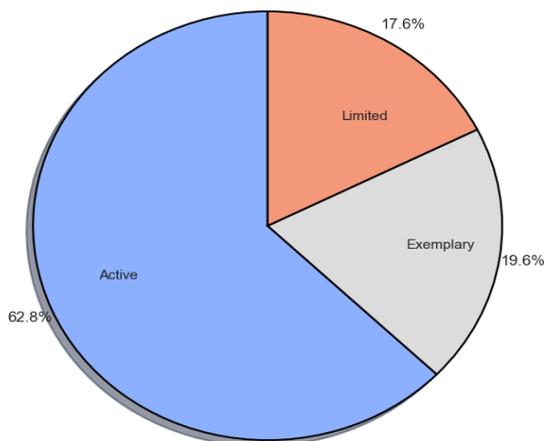
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3. Exposure to international programs (exchange, MOOCs, webinars):

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)

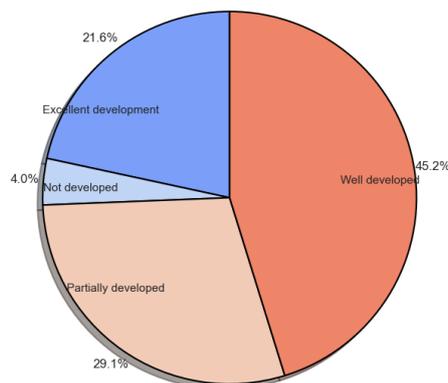
4. Contribution of university towards social responsibility & sustainability:

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.

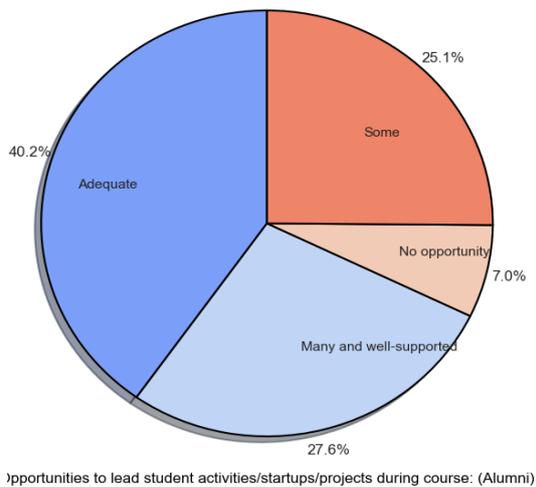


Development of personality, leadership, and communication skills: (Alumni)

Faculty of Agricultural Sciences Feedback Analysis

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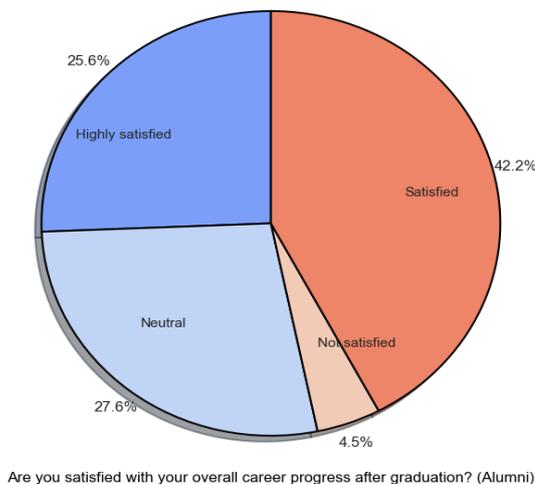
2. Opportunities to lead student activities/startups /projects during course:



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.



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

Faculty of Agricultural Sciences Feedback Analysis

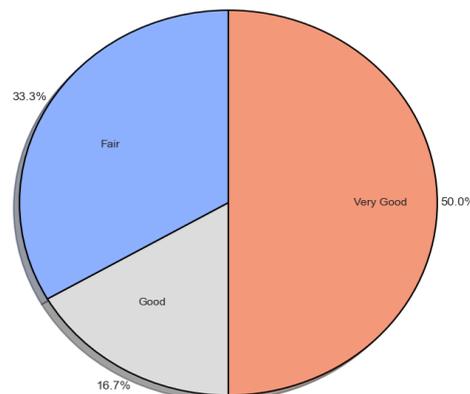
2024-2025

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?

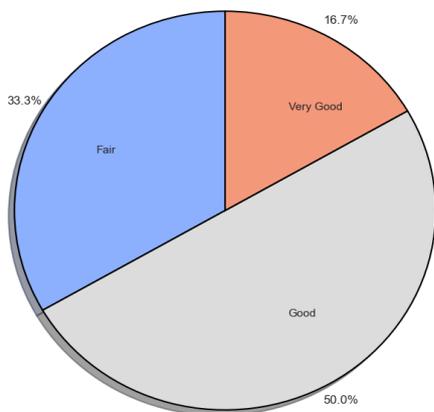
Employer feedback on SGT University graduates' subject knowledge and skills shows a mixed bag. While half of the employers rated graduates at 4 out of 5 stars, indicating a good level of proficiency, a significant portion (one-third) gave only a 2-star rating, suggesting some concerns about the graduates'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



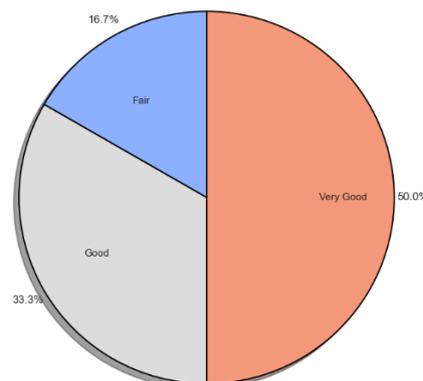
Are SGT graduates effective in team collaboration and clear in both verbal and written communication? (Employer)

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.



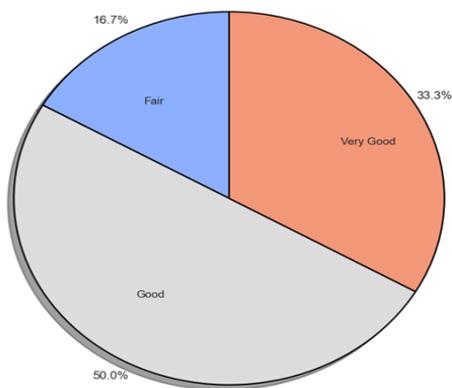
Do SGT graduates consistently demonstrate professionalism and uphold ethical standards in their roles? (Employer)

Faculty of Agricultural Sciences 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?



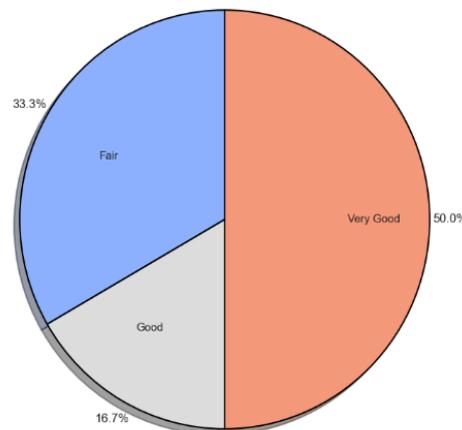
How would you assess the adaptability, initiative, and leadership potential of SGT graduates within your organization? (Employer)

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)

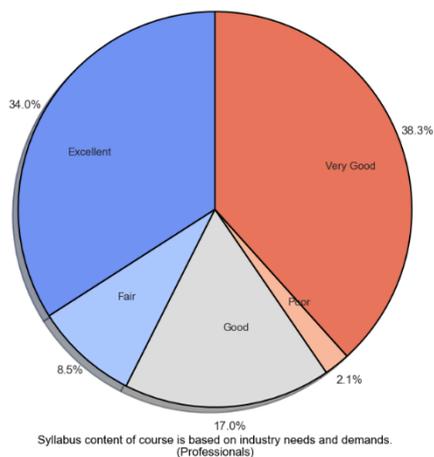
Faculty of Agricultural Sciences Feedback Analysis

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Professionals Feedback

Feedback on Curriculum

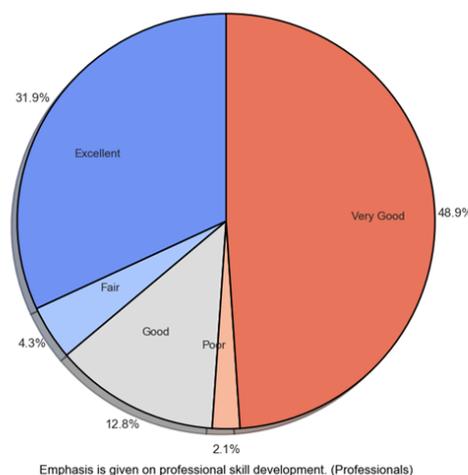
1. Syllabus content of course is based on industry needs and demands.



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.

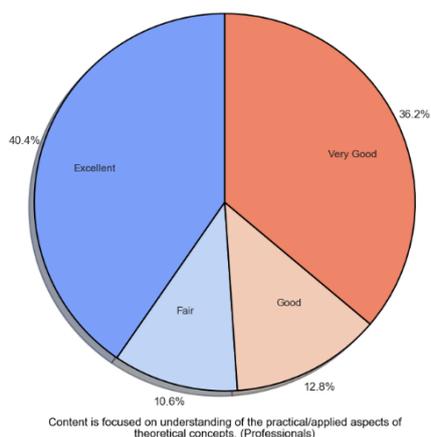
2. Emphasis is given on professional skill development.

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

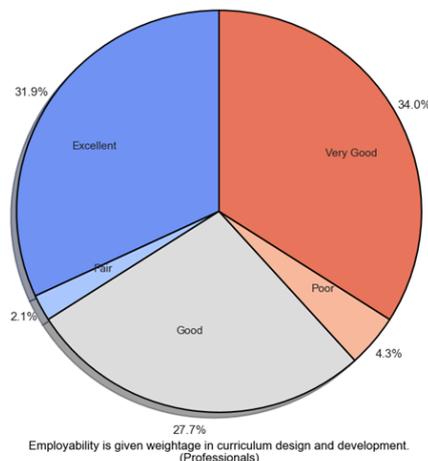


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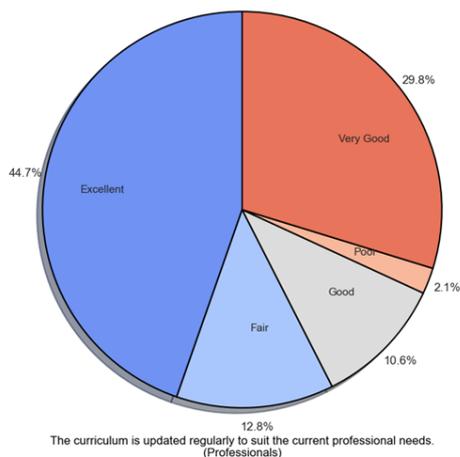
4. Employability is given weightage in curriculum design and development.?

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.



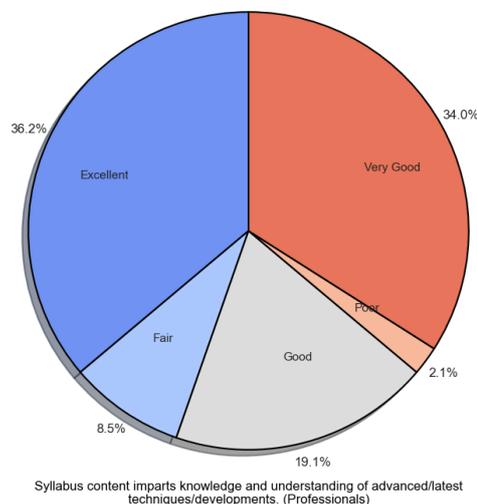
5. The curriculum is updated regularly to suit the current professional needs.

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.

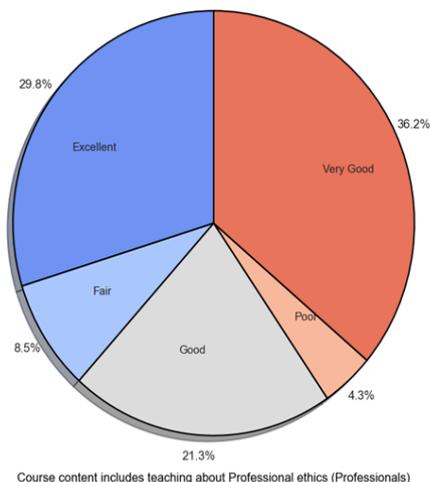
The feedback from Professionals at SGT University shows that a significant majority (over 70%) rated the syllabus content as either excellent (5 stars) or good (4 stars) in terms of imparting knowledge of advanced and latest techniques. While a smaller portion (around 27%) gave it a neutral (3 stars)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

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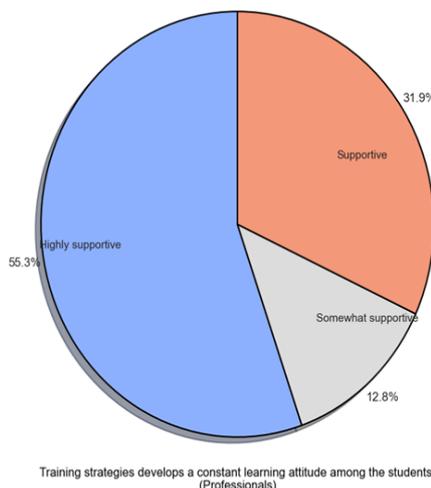
7. Course content includes teaching about Professional ethics



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.

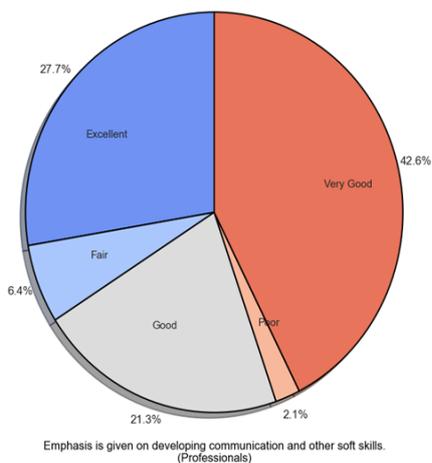
8. Training strategies develops a constant learning attitude among the students.

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



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.

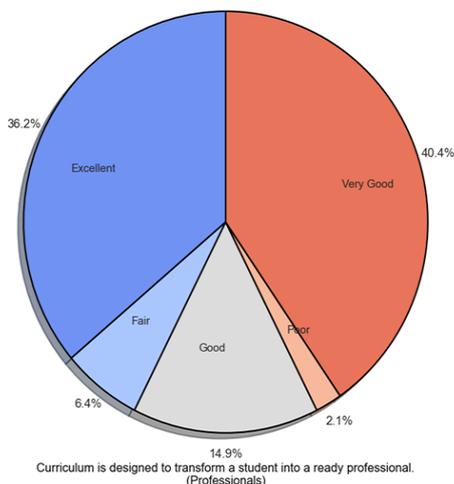
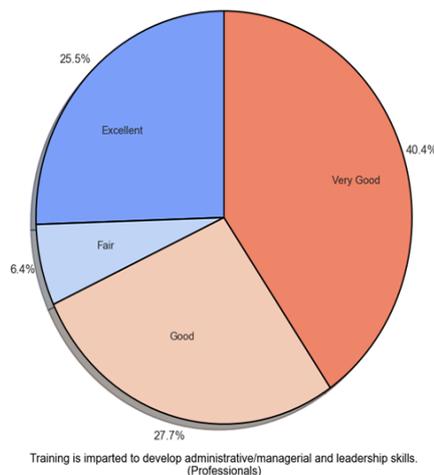


Faculty of Agricultural Sciences Feedback Analysis

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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 Agricultural Sciences (FASC) Feedback Analysis

2024-2025

ATR Summary Report (Faculty of Agricultural Sciences)

S. No.	Context	Student Feedback	IQAC Recommendation	Action Taken
1.	Administrative Inefficiencies	Students requested broader administrative improvements—better management, faster grievance handling.	IQAC proposed a formal review of administrative procedures, introduction of strict timelines for exam result declaration, establishment of a grievance-response protocol.	Strengthened coordination among departments to ensure smoother functioning, timely grievance resolution, and improved academic administration.
2.	General Feedback	Most students reported very positive feedback (“everything is good,” “all is well”), with no major suggestions. Only one vague comment (“Try to improve”) was received.	IQAC recommended maintaining existing processes, noting the overall positive sentiment. Routine curriculum reviews and quality improvement mechanisms should continue.	In view of overall positive feedback, the FASC decided to continue existing academic practices while reinforcing internal monitoring mechanisms to sustain and enhance quality standards.
3.	Curriculum Enhancement	Students suggested major updates: more practical work, rigorous practical exams, new subjects (AI, GK), removal of disused course.	IQAC instructed curriculum committees to enhance practical components, review the courses, explore adding AI/GK, and assess flexibility in minor subjects.	initiated curriculum review across programmes with emphasis on enhancing practical exposure, updating course content, removing obsolete components,

				and exploring inclusion of emerging interdisciplinary areas, as per statutory norms.
4.	Communication Gaps	Students reported delayed or insensitive responses to academic concerns and asked for more proactive communication regarding schedules and academic updates.	IQAC propose creation of a formal grievance protocol with fixed response timelines. Clear communication guidelines must be adopted to ensure timely dissemination of schedules and updates.	streamlined communication channels to ensure timely dissemination of academic schedules, examination-related information, and student notices, while sensitizing faculty towards prompt and student-centric responses.
5.	Teaching Quality	Students requested improved teaching quality, smart learning techniques, modern pedagogy, and subject-expert faculty for minor/specialized subjects.	IQAC proposed institution-wide review of teaching methods. FDPs must focus on innovative pedagogy, smart learning, and technology integration. Faculty allocation for minor subjects must ensure subject expertise.	encouraged adoption of modern pedagogical tools, smart learning techniques, and outcome-based teaching. Faculty participation in FDPs and training programmes on innovative teaching methods was strengthened.
6.	Placement Opportunities	Students requested more placement support, workshops on “how to get a job fast,” and increased participation in job fairs.	IQAC instructed the Placement Cell to review possibilities to further strengthen placement support by expanding employer outreach, organizing career-readiness workshops, and increasing presence in job fairs.	coordinated with the Placement Cell to enhance career guidance, organize skill development and employability workshops, and strengthen industry linkages for better

				placement opportunities.
7.	Infrastructure	Students requested digital classrooms and improved laboratory facilities.	IQAC instructed a phased digital classroom upgrade and modernization of laboratory equipment and maintenance protocols.	undertook phased improvement of digital classrooms and laboratory facilities, with focus on modernization, maintenance, and effective utilization of existing infrastructure.
8.	Events & External Exposure	Students requested more industrial visits, field trips, and off-campus activities.	IQAC instructed departments to significantly increase field exposure activities.	promoted increased field visits, industrial exposure programmes, internships, and off-campus academic activities to enhance practical and experiential learning.
9	Resource Availability (Library)	Students requested more reference books and a broader variety of learning resources.	IQAC directed the Library Committee to audit current collections and systematically procure updated, diverse reference books.	supported strengthening of library resources by facilitating review and augmentation of reference books, journals, and digital learning materials relevant to agricultural education and research.
10	Overload of Academic Tasks (PhD)	PhD students reported redundancy in courses like Agriculture Statistics, causing overload and delaying research.	IQAC instructed a detailed audit of the PhD structure and content, including review of the Agriculture Statistics course for redundancy.	initiated a review of PhD coursework to address redundancy and academic overload, ensuring alignment with research

				objectives and timely completion of doctoral programmes.
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