



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 Behavioural & Social Sciences

IQAC
Internal Quality Assurance Cell

2024-2025



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

FEEDBACK 2024-2025

**Internal Quality Assurance Cell
Faculty of Behavioural & Social Sciences
Feedback Analysis
2024-2025**



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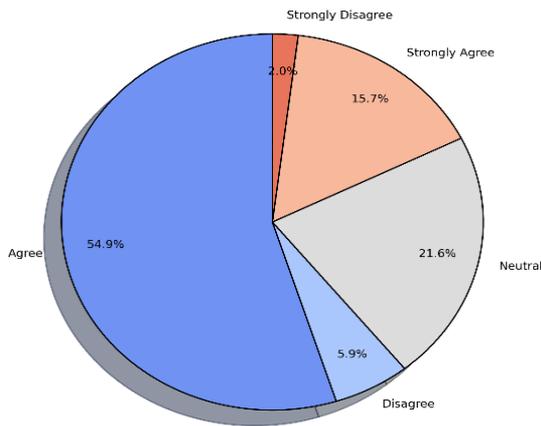
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Student's Feedback

Curriculum Design and Content

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

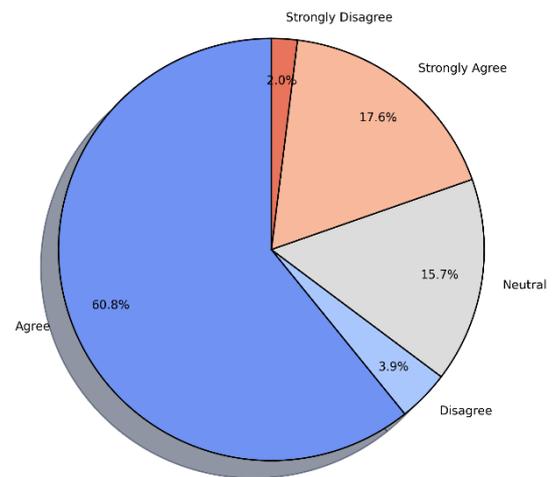


The curriculum is well-structured and logically sequenced. (Faculty of Behavioural & Social Sciences)

Most students (54.9%) rated the curriculum's structure and sequencing as 4 out of 5 stars, indicating a generally positive perception. While a significant minority found it satisfactory (21.57% gave it 3 stars), a smaller portion expressed fewer positive views, with around 8% giving it 1 or 2 stars. Overall, the feedback suggests the curriculum is largely well received, but there's room for improvement based on the opinions of the students who gave lower ratings.

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

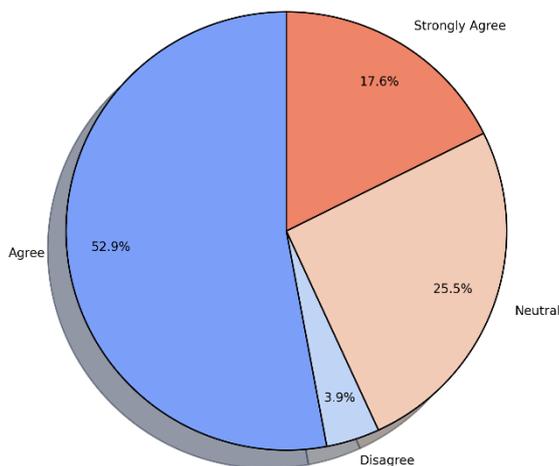
Most students (60.78%) rated the clarity of course objectives and outcomes as 4 out of 5 stars, indicating a high level of satisfaction. A significant portion (17.65%) gave the highest rating of 5 stars, further supporting this positive perception. While a smaller number of students provided lower ratings (1.96% gave 1 star, 3.92% gave 2 stars, and 15.69% gave 3 stars), the overall feedback suggests that the course objectives and outcomes are generally well-defined and communicated to students at the Faculty of Behavioural & Social Sciences.



Course objectives and outcomes are clearly defined and communicated. (Faculty of Behavioural & Social Sciences)

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

Most students (over 70%) rated the syllabus content as relevant to current industry and academic trends, with a significant portion giving it a 4-star rating. While a smaller number gave it 3 stars, very few students gave it a 2-star rating, suggesting that the syllabus is generally well-aligned with current needs. The feedback indicates a positive overall perception of syllabus relevance, though there's room for improvement as suggested by the less enthusiastic ratings.



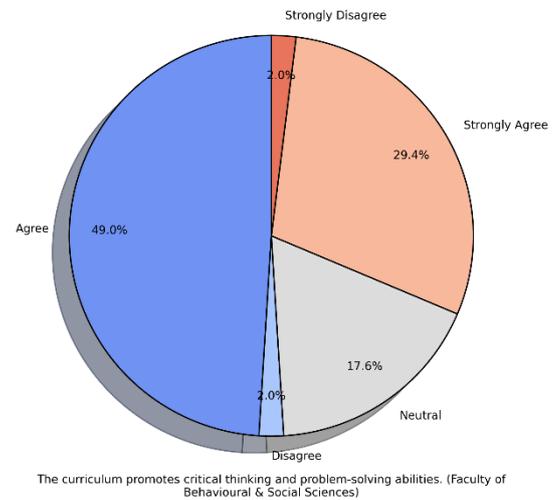
The syllabus content is relevant to current industry and academic trends. (Faculty of Behavioural & Social Sciences)

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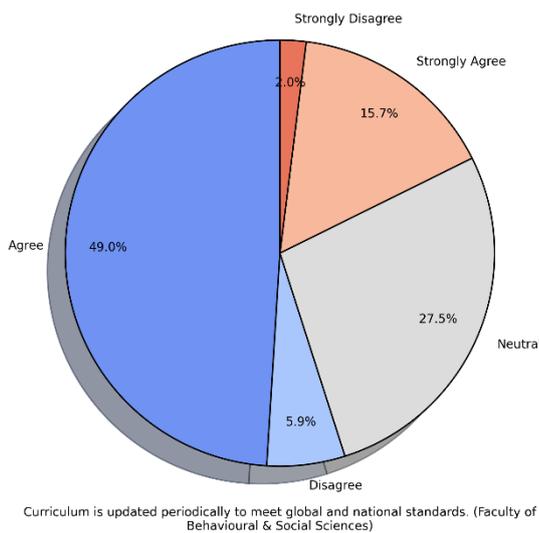
4. The curriculum promotes critical thinking and problem-solving abilities.

Most students (78.43%) at SGT University's Faculty of Behavioural & Social Sciences rated the curriculum's effectiveness in promoting critical thinking and problem-solving skills as either good (4 stars) or excellent (5 stars). While a smaller portion (17.65%) gave a neutral rating (3 stars), very few students rated it poorly (1 star or 2 stars), indicating that the curriculum is generally well-regarded for fostering these important skills.



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

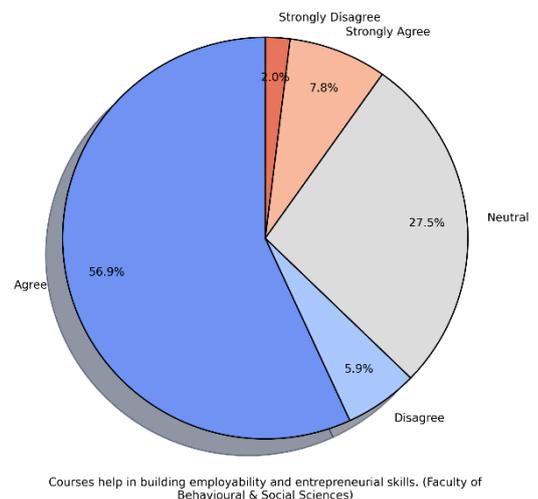
Most students (around 74%, combining 4 and 5-star ratings) feel the curriculum at the Faculty of Behavioural & Social Sciences, SGT University, is updated regularly to meet national and global standards, indicating a generally positive perception. While a significant portion are satisfied, a considerable number (around 33%, combining 1, 2, and 3-star ratings) feel the curriculum updates could be improved, suggesting areas for potential enhancement in aligning the curriculum with current standards.



Skill Development and Employability

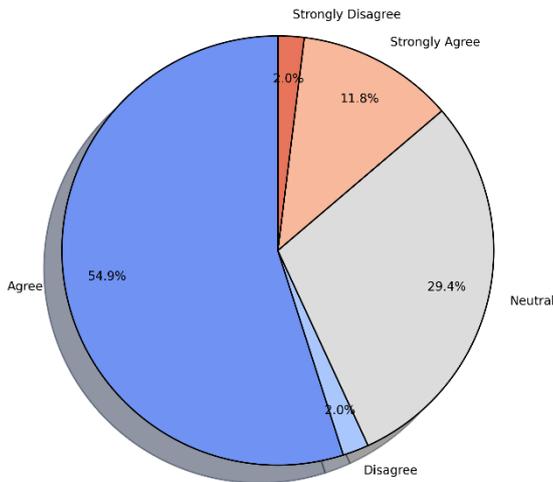
1. Courses help in building employability and entrepreneurial skills.

Most students (56.86%) rated their courses as excellent (4 stars) in helping build employability and entrepreneurial skills, indicating a largely positive perception. A significant portion (27.45%) gave a positive rating of 3 stars, further supporting the overall favourable assessment. While a smaller number of students gave lower ratings (7.84% gave 5 stars, 5.88% gave 2 stars, and 1.96% gave 1 star), the predominant feedback suggests that the courses are generally effective in preparing students for future careers and ventures.



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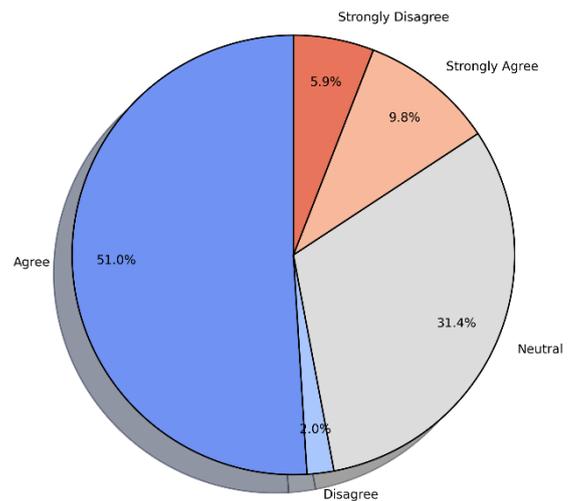
Adequate industry exposure (internships, visits, projects) is part of the curriculum. (Faculty of Behavioural & Social Sciences)

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

Most students (54.9%) rated the industry exposure in the curriculum as 4 out of 5 stars, indicating a generally positive perception. A significant portion (29.41%) gave it a 3-star rating, suggesting some areas for improvement. Very few students rated it poorly, with only a small percentage giving it 1 or 2 stars. Overall, while the majority are satisfied, there's room to enhance industry exposure to further improve student experiences.

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

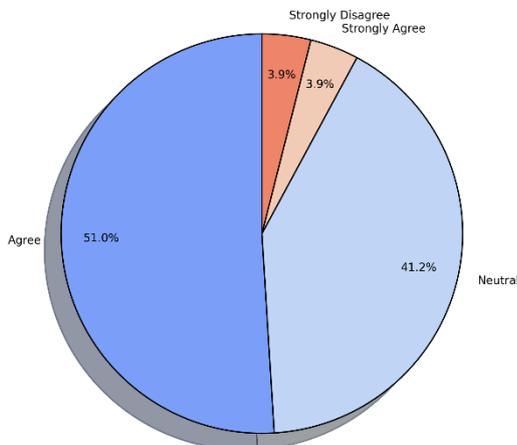
Most students (50.98%) rated the alignment of skill-based courses with job market needs as 4 out of 5 stars, indicating a generally positive perception. A significant portion (31.37%) gave a 3-star rating, suggesting some room for improvement. Fewer students gave lower ratings (5.88% gave 1 star and 1.96% gave 2 stars), while only a small percentage (9.8%) gave the highest rating of 5 stars. Overall, the feedback shows that while most students feel the courses are relevant to the job market, there's potential to further enhance their alignment with industry demands.



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

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

Most students (over 90%) rated the integration of ICT tools in the curriculum as either good (4 stars) or very good (5 stars), with a significant majority giving it a 4-star rating. A small percentage of students gave lower ratings (1 or 3 stars), suggesting that while the overall integration is well-received, there's room for minor improvements to address the concerns of a small minority.



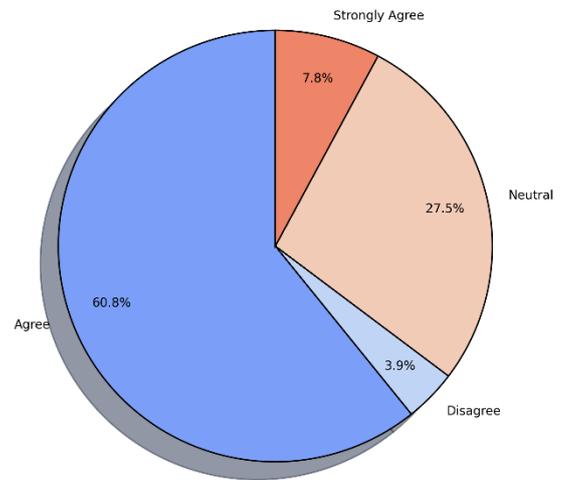
The curriculum integrates ICT (Information and Communication Technology) tools. (Faculty of Behavioural & Social Sciences)

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

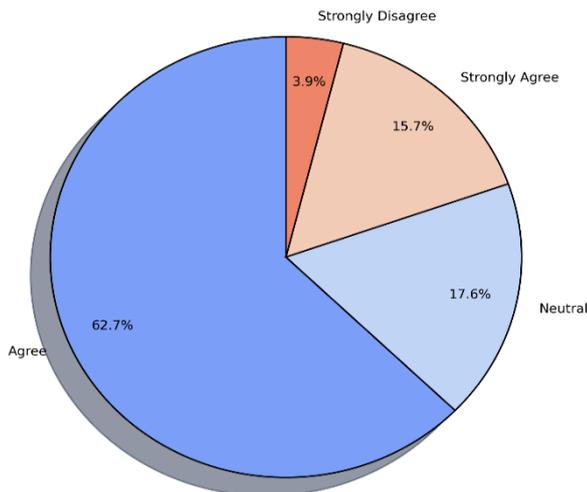
Most students (60.78%) rated the curriculum's support for innovation, research, and startups as 4 out of 5 stars, indicating a generally positive perception. A significant proportion (27.45%) gave it a 3-star rating, suggesting some areas for improvement. Fewer students gave it either 2 stars (3.92%) or the top rating of 5 stars (7.84%), showing that while the majority are satisfied, there's room to enhance the program's fostering of these crucial skills and opportunities.



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

NEP 2020 Integration & Multidisciplinary Approach

1. Curriculum includes flexibility for choosing electives/minor subjects

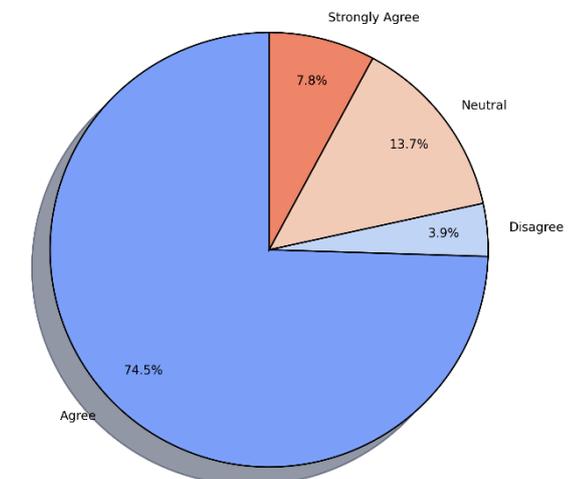


Curriculum includes flexibility for choosing electives/minor subjects. (Faculty of Behavioural & Social Sciences)

Most students (over 80%, combining 4 and 5-star ratings) are satisfied with the flexibility offered in choosing electives or minor subjects within the Faculty of Behavioural & Social Sciences curriculum at SGT University. While a small percentage gave 1-star ratings (less than 4%), a significant portion (around 18%) provided a neutral 3-star rating, suggesting that room for improvement exists to ensure all students feel the curriculum's flexibility meets their needs.

2. Interdisciplinary/multidisciplinary learning is encouraged.

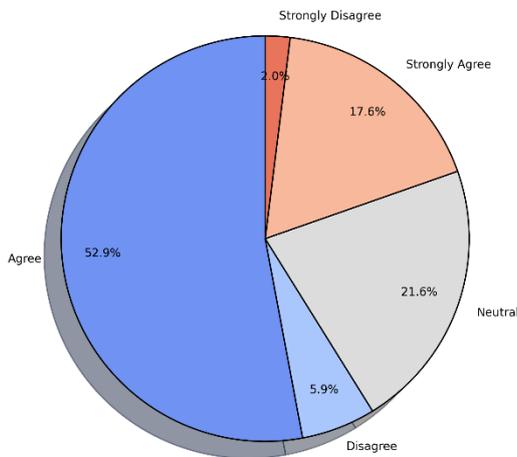
The overwhelming majority of students at SGT University's Faculty of Behavioural & Social Sciences (74.51%) rated the encouragement of interdisciplinary/multidisciplinary learning as 4 out of 5 stars, indicating a high level of satisfaction. While a smaller percentage gave it 3 stars (13.73%), only a few students gave lower ratings (3.92% gave 2 stars and 7.84% gave 5 stars). Overall, the feedback strongly suggests that students largely appreciate and value the opportunities for interdisciplinary learning offered by the faculty.



Interdisciplinary/multidisciplinary learning is encouraged. (Faculty of Behavioural & Social Sciences)

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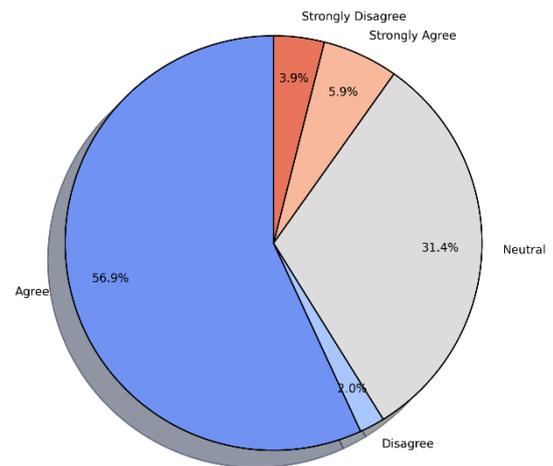
Skill and value-based education (ethics, environmental studies, etc.) is part of the syllabus. (Faculty of Behavioural & Social Sciences)

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

Most students at SGT University's Faculty of Behavioural & Social Sciences (around 70%) rated the inclusion of skill and value-based education (like ethics and environmental studies) in the syllabus as either good (4 stars) or excellent (5 stars). While a smaller portion gave it a neutral (3 stars) rating, very few students gave it a poor (1 or 2 stars) rating, indicating overall positive student sentiment towards the integration of these subjects in their curriculum.

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

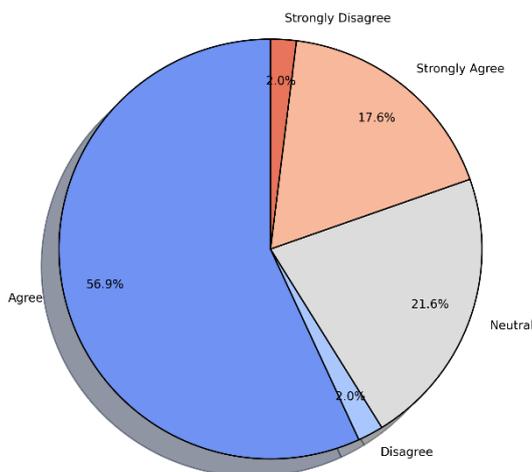
Most students (56.86%) rated the inclusion of local, national, and global issues in the curriculum as excellent (4 stars), indicating a strong positive perception. A significant portion (31.37%) gave it a good rating (3 stars), further supporting the overall positive assessment. While a smaller number of students gave lower ratings (1 and 2 stars, totalling 5.88% and 1.96% respectively), the overwhelmingly positive feedback suggests that the curriculum effectively incorporates relevant global, national, and local issues



Local, national, and global issues are addressed through curriculum content. (Faculty of Behavioural & Social Sciences)

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

Most students (56.86%) rated the curriculum's experiential learning opportunities as very good (4 stars), indicating a largely positive perception. A significant portion (21.57%) gave it a 3-star rating, suggesting a neutral to slightly positive view. However, a smaller number of students gave lower ratings (1 or 2 stars), representing some dissatisfaction with the amount or quality of experiential learning opportunities. Overall, while most students are satisfied, there's room for improvement to address the concerns of the students who provided lower ratings.



Curriculum offers opportunities for experiential learning (field work, practicals, etc.). (Faculty of Behavioural & Social Sciences)

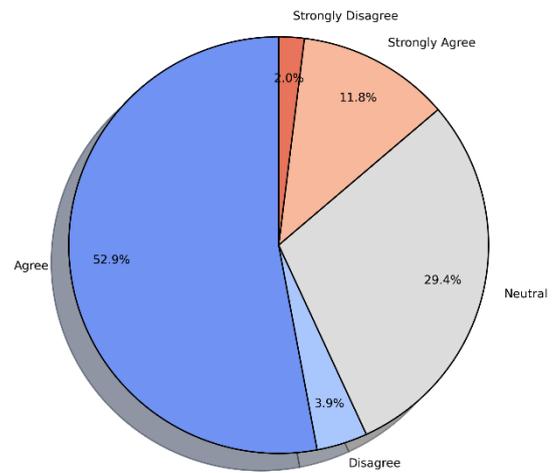
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Assessment and Academic Support

1. The evaluation system is transparent and fairly implemented.

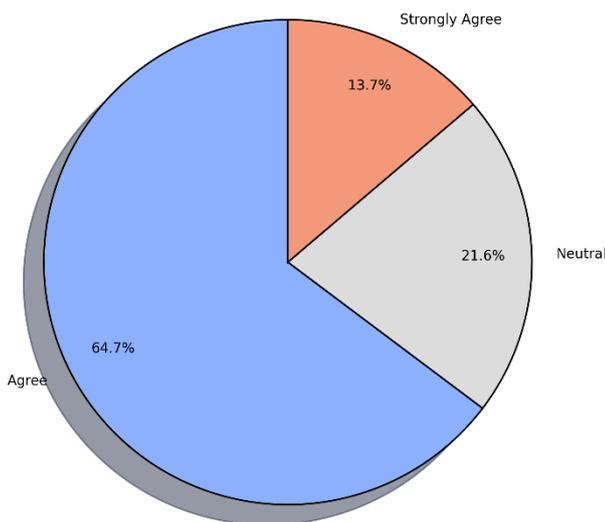
Most students at SGT University's Faculty of Behavioural & Social Sciences (around 53%) rated the evaluation system as 4 out of 5 stars, indicating a largely positive perception of its transparency and fairness. A significant portion (around 30%) gave a neutral 3-star rating, while only a small percentage felt it was poor (less than 6% gave 1 or 2 stars). Overall, the feedback suggests the evaluation system is generally well regarded, although there's room for improvement to address the concerns of the minority who rated it lower.



The evaluation system is transparent and fairly implemented. (Faculty of Behavioural & Social Sciences)

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

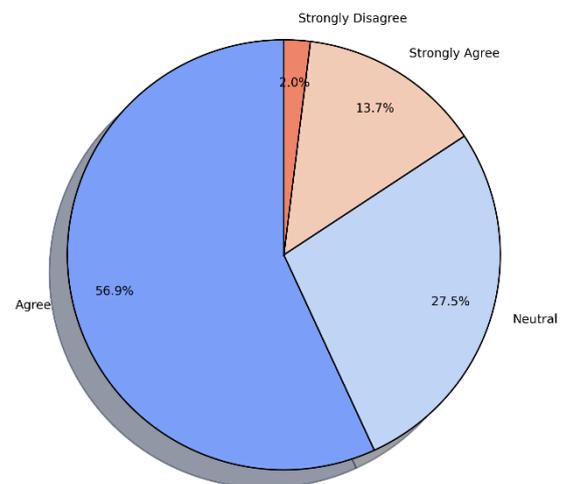
Most students (64.71%) at the Faculty of Behavioural & Social Sciences, SGT University, rated the curriculum's opportunities for internal assessments and feedback as "4 stars," indicating a generally positive view. A smaller portion gave it a "3-star" rating (21.57%), suggesting some areas for potential improvement, while a further smaller group rated it "5 stars" (13.73%), representing strong satisfaction. Overall, the feedback shows a largely favourable perception of the curriculum's assessment and feedback mechanisms, though there's room for refinement based on the "3-star" responses.



Curriculum provides adequate opportunities for internal assessments and feedback. (Faculty of Behavioural & Social Sciences)

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

Most students at SGT University's Faculty of Behavioural & Social Sciences (70.59%) rated the availability of remedial and academic support for difficult subjects as either 4 or 5 stars, indicating a generally positive perception. While a significant portion found the support helpful (4-star rating), a smaller group gave the highest rating (5 stars), and a small minority rated it lower (1 and 3 stars combined). This suggests that while the support system is largely well regarded, there's room for improvement to ensure all students feel adequately supported.



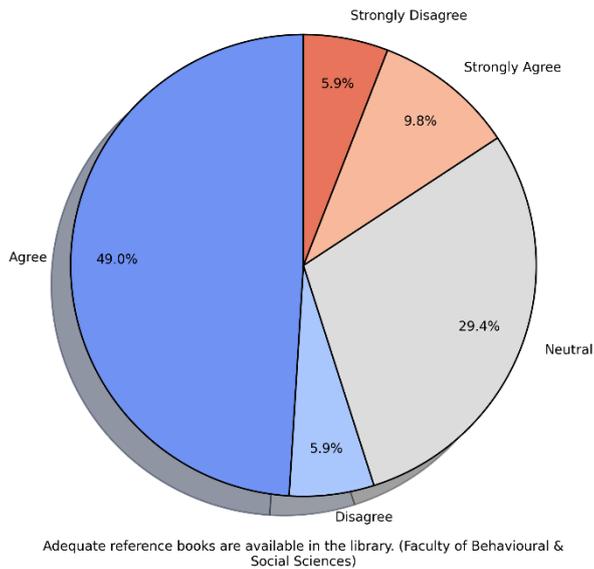
Remedial and academic support is available for difficult subjects. (Faculty of Behavioural & Social Sciences)

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4. Adequate reference books are available in the library.

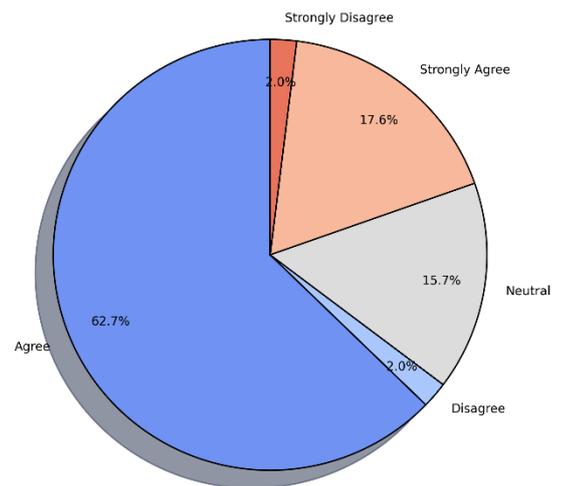
Most students (49.02%) rated the availability of adequate reference books in the library as 4 out of 5 stars, indicating a generally positive perception. A significant portion (29.41%) gave a 3-star rating, suggesting some room for improvement. Relatively few students gave ratings of 1, 2, or 5 stars (all under 10%), implying that extreme dissatisfaction or extreme satisfaction were uncommon. Overall, the feedback shows that while the library's collection is largely considered sufficient, there's potential to enhance it further to better meet student needs.



Adequate reference books are available in the library. (Faculty of Behavioural & Social Sciences)

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

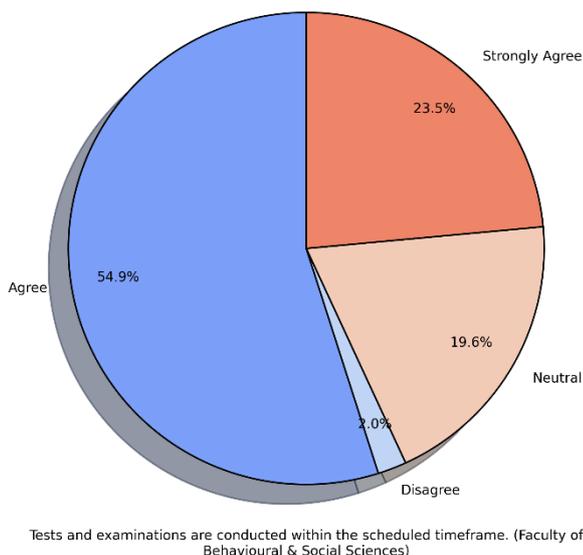
Most students (62.75%) rated the availability of appropriate reference materials (both print and online) as 4 out of 5 stars, indicating a high level of satisfaction. A significant portion (17.65%) gave it a top 5-star rating, further supporting the positive perception. While a smaller number of students rated it 3 stars (15.69%) or lower (1.96% each for 1 and 2 stars), the overall feedback suggests that students generally find the reference materials provided to be adequate and useful for their studies.



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

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

Most students (54.9%) at the Faculty of Behavioural & Social Sciences, SGT University, rated the timeliness of tests and examinations as 4 out of 5 stars, indicating a high level of satisfaction. A significant portion (23.53%) gave it a top rating of 5 stars. While a smaller number of students rated it 3 stars (19.61%) and only a very small percentage (1.96%) gave it a 2-star rating, suggesting that most students feel tests and exams are generally conducted within the scheduled timeframe.



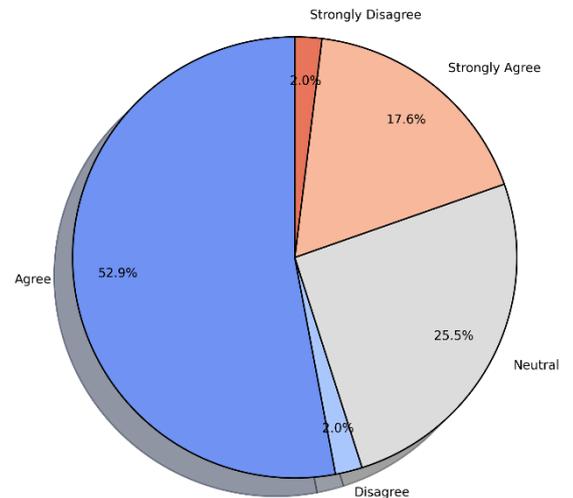
Tests and examinations are conducted within the scheduled timeframe. (Faculty of Behavioural & Social Sciences)

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

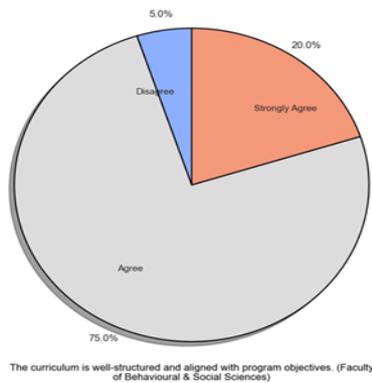
Most students (over 70%) at SGT University's Faculty of Behavioural & Social Sciences are satisfied with the examination and evaluation pattern, with a significant majority rating it 4 stars. While a substantial portion gave it a 3-star rating, indicating general satisfaction, very few students expressed dissatisfaction by giving it 1 or 2 stars. The data suggests that the university's evaluation methods are largely well-received, though there's room for improvement based on the smaller number of 3-star ratings.



Teacher's Feedback

Curriculum Design & Delivery

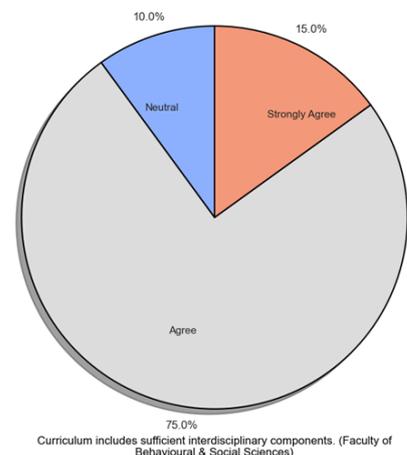
1. The curriculum is well-structured and aligned with program objectives.



The feedback on curriculum structure and alignment with program objectives at SGT University's Faculty of Behavioural & Social Sciences shows overwhelmingly positive results. While a small number of teachers (5) gave a 2-star rating, the vast majority (75) rated the curriculum 4 stars, indicating a high level of satisfaction. An additional 20 teachers provided the highest 5-star rating, further reinforcing the positive perception of the curriculum's design and effectiveness in meeting its stated goals. The data suggests a strong alignment between curriculum and program objectives, with only minimal areas needing attention

2. Curriculum includes sufficient interdisciplinary components.

The feedback from teachers at the Faculty of Behavioural & Social Sciences regarding curriculum interdisciplinary components shows a predominantly positive response. While a small number of teachers rated it as average (3 stars), the vast majority (75 respondents) gave a 4-star rating indicating satisfaction, with a smaller number providing the highest rating of 5 stars. This suggests that the curriculum's interdisciplinary elements are generally well-received, although there's room for minor improvements based on the few 3-star ratings.

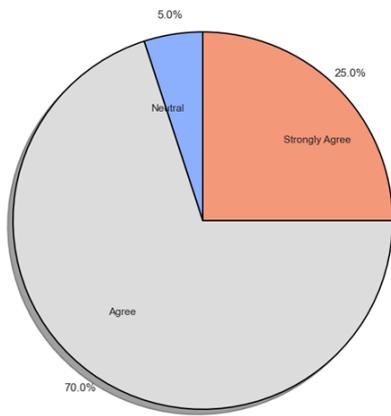


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3. The curriculum is updated regularly to meet industry and societal needs

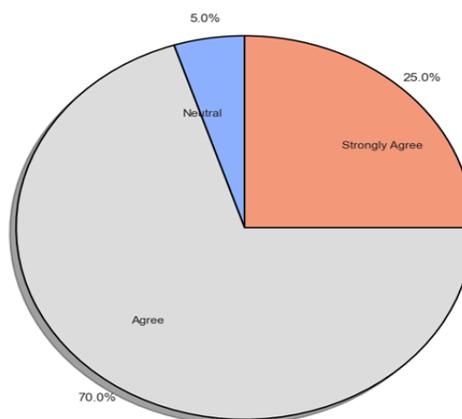
The feedback from SGT University's Faculty of Behavioural & Social Sciences teachers overwhelmingly indicates a positive perception of curriculum updates. While a small number gave a 3-star rating (5 responses), the vast majority (70 responses) rated the curriculum's alignment with industry and societal needs as 4 stars, with a further 25 providing the highest 5-star rating. This suggests a strong level of satisfaction with the curriculum's responsiveness to current needs, although minor improvements may still be considered based on the small number of 3-star ratings



The curriculum is updated regularly to meet industry and societal needs. (Faculty of Behavioural & Social Sciences)

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

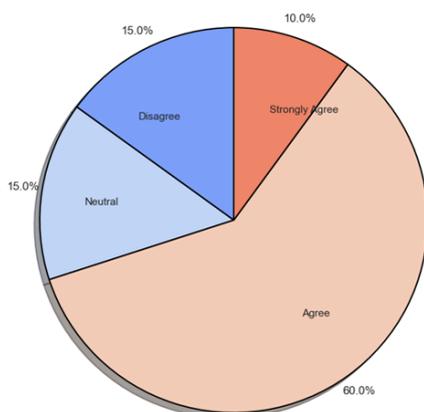
Teacher feedback on academic flexibility at SGT University's Faculty of Behavioural & Social Sciences reveals a largely positive perception. While a small number of teachers rated the flexibility as average (3 stars), the vast majority (70 teachers) gave it a 4-star rating, indicating satisfaction. A further 25 teachers rated the flexibility as excellent (5 stars), suggesting a significant level of contentment with the current elective and CBCS offerings for students. Overall, the data strongly suggests a high level of teacher approval regarding the existing academic flexibility options.



Academic flexibility (electives, CBCS, etc.) is sufficient for students. (Faculty of Behavioural & Social Sciences)

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

The feedback on curriculum incorporation of emerging areas like AI, IoT, and sustainability shows a predominantly positive response from teachers at SGT University's Faculty of Behavioural & Social Sciences. While a significant portion (60 out of 100 responses) rated the incorporation as 4 out of 5 stars, indicating a generally high level of satisfaction, a noticeable number of respondents (15 each) gave 2 and 3 stars, suggesting room for improvement in fully integrating these emerging fields into the curriculum. The relatively small number of 5-star ratings (10) further hints that while progress has been made, opportunities remain to enhance the curriculum's alignment with these important areas.



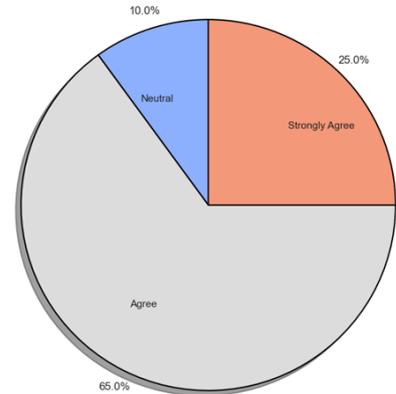
The curriculum incorporates emerging areas (AI, IoT, Sustainability, etc.). (Faculty of Behavioural & Social Sciences)

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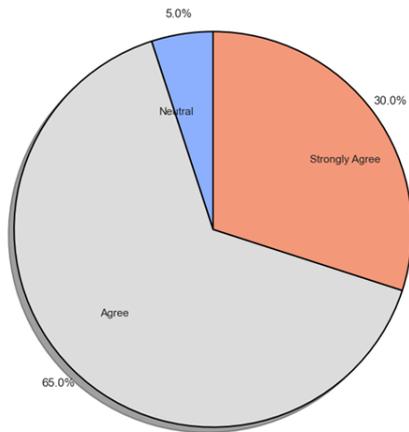
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6. Skill-based and value-added courses are well-integrated into the curriculum.

The feedback from teachers at SGT University's Faculty of Behavioural & Social Sciences indicates a largely positive perception of skill-based and value-added course integration into the curriculum. While a small percentage (10%) gave a 3-star rating, the majority (65%) rated the integration as 4 stars, suggesting a good level of satisfaction. A further 25% awarded the highest rating of 5 stars, indicating strong approval. Overall, the data strongly suggests that the integration of these courses is generally well-received and considered effective by the faculty



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



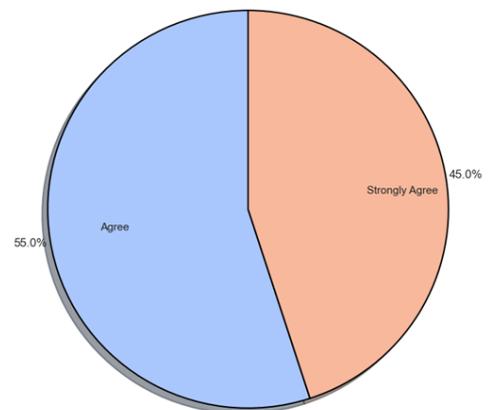
Internships, projects, and field work are effectively embedded in the syllabus. (Faculty of Behavioural & Social Sciences)

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

The feedback on the integration of internships, projects, and fieldwork into the syllabus at SGT University's Faculty of Behavioural & Social Sciences shows overwhelmingly positive results. While a small number of teachers gave a 3-star rating (5 responses), the vast majority rated the integration highly, with 65 teachers giving 4 stars and 30 giving the top 5-star rating. This indicates a strong level of satisfaction among faculty regarding the effective embedding of practical experience within the curriculum.

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

The overwhelming majority of teachers at the Faculty of Behavioural & Social Sciences, SGT University, highly approve of the encouragement of pedagogical innovations such as ICT tools, experiential learning, and flipped classrooms, with 55% giving a 4-star rating and 45% giving a 5-star rating. This indicates a strong positive perception of the institution's support for modern and engaging teaching methods.



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

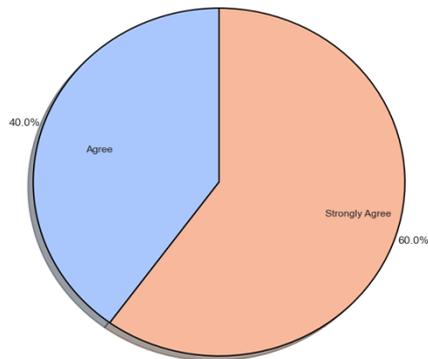
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Teaching-Learning and Evaluation

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

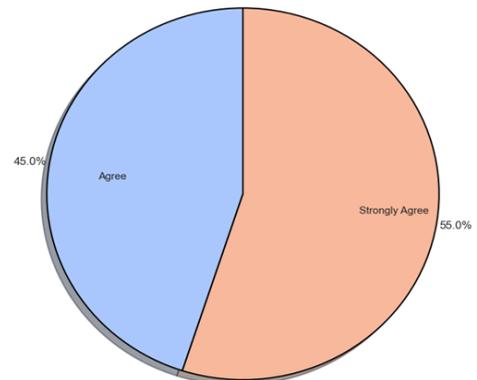
The feedback indicates a highly positive perception of the teaching-learning process at the Faculty of Behavioural & Social Sciences, SGT University. A significant majority of teachers (60%) rated the process as excellent (5 stars), with an additional 40% rating it as very good (4 stars). This suggests a strong student-centric and participative approach is successfully implemented across the faculty.



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

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

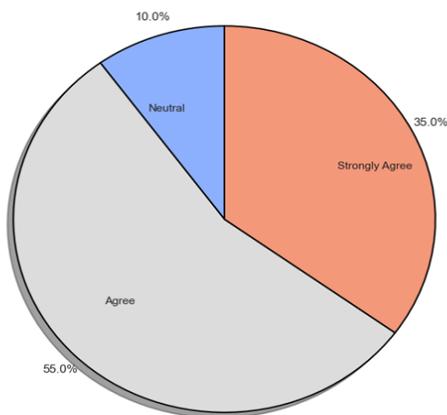
The feedback from teachers at the Faculty of Behavioural & Social Sciences regarding the fairness, transparency, and outcome-based nature of the evaluation process is overwhelmingly positive. With 55% giving a 5-star rating and a further 45% giving a 4-star rating, the vast majority of respondents perceive the evaluation process as highly satisfactory, indicating a strong level of satisfaction with its current implementation



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

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

The feedback from teachers at SGT University's Faculty of Behavioural & Social Sciences indicates a largely positive perception of remedial classes and academic support for slow learners. While a small number of teachers gave a 3-star rating (10 responses), the majority rated the support highly, with 55 teachers giving 4 stars and 35 giving the top rating of 5 stars. This suggests a strong level of satisfaction with the existing provision, although there's room for minor improvement indicated by the 3-star responses.



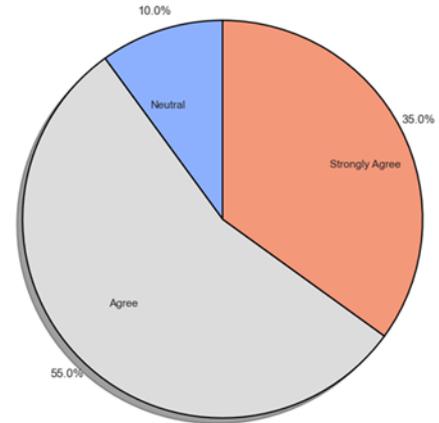
Remedial classes and academic support are available for slow learners. (Faculty of Behavioural & Social Sciences)

Faculty of Behavioural & Social Sciences Feedback Analysis

2024-2025

4. Advanced learners are encouraged with additional learning opportunities.

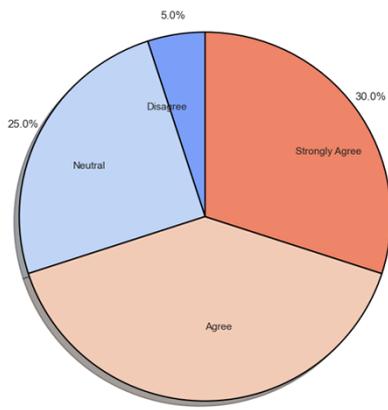
Teacher feedback on providing advanced learners with additional learning opportunities at the Faculty of Behavioural & Social Sciences, SGT University, reveals a largely positive perception. While a significant majority (55 out of 100 respondents) rated the provision as 4 out of 5 stars, indicating a good level of satisfaction, a substantial number (35) gave the highest rating of 5 stars, suggesting a strong endorsement of current practices. A smaller group (10) provided a 3-star rating, which might warrant further investigation to understand areas for potential improvement. Overall, the data suggests a generally positive experience with opportunities for advanced learners, though some minor refinements could further enhance the provision.



Advanced learners are encouraged with additional learning opportunities. (Faculty of Behavioural & Social Sciences)

Research, Development & Extension

1. Adequate facilities and support are available for research activities

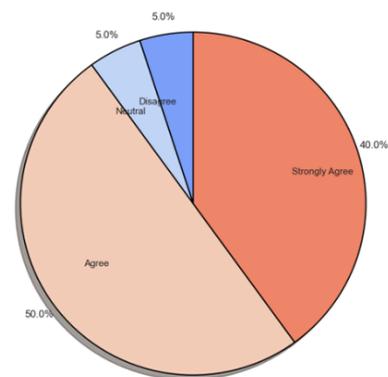


Adequate facilities and support are available for research activities. (Faculty of Behavioural & Social Sciences)

The feedback on research facilities and support at the Faculty of Behavioural & Social Sciences, SGT University, reveals a generally positive but not overwhelmingly enthusiastic response. While a significant majority of teachers (70%) rated the facilities and support as either 4 or 5 stars, indicating a reasonable level of satisfaction, a considerable portion (30%) provided lower ratings (2 and 3 stars), suggesting areas for improvement remain. This highlights the need to address the concerns of those who felt facilities and support were inadequate to ensure optimal research conditions for all faculty members

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

The feedback from teachers at the Faculty of Behavioural & Social Sciences overwhelmingly indicates a positive perception of encouragement for publishing in reputable journals and conferences. While a small number of respondents gave ratings of 2 and 3 stars, the vast majority (90%) awarded 4 or 5 stars, suggesting a strong prevailing sense that the faculty provides significant support for scholarly publication.

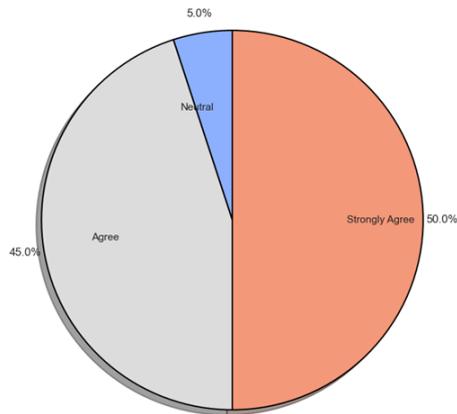


There is encouragement for publishing in reputed journals and conferences. (Faculty of Behavioural & Social Sciences)

Faculty of Behavioural & Social Sciences Feedback Analysis

2024-2025

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

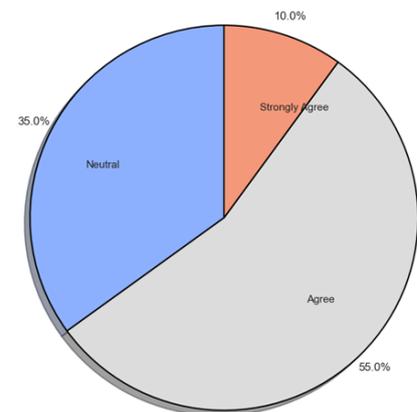


The institution supports participation in FDPs, workshops, and conferences. (Faculty of Behavioural & Social Sciences)

The feedback from teachers at the Faculty of Behavioural & Social Sciences overwhelmingly indicates strong support for the institution's facilitation of participation in FDPs, workshops, and conferences. While a small number of teachers gave a 3-star rating, the vast majority (95%) rated the support as either 4 or 5 stars, demonstrating a high level of satisfaction with the institution's provision in this area. This suggests a positive institutional environment that actively encourages and enables faculty professional development.

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

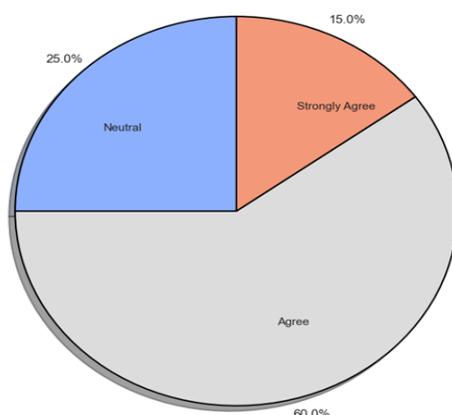
Teacher feedback on industry/institution collaborations for research and training at SGT University's Faculty of Behavioural & Social Sciences reveals a predominantly positive but somewhat lukewarm assessment. While a majority (55) rated collaborations as 4 out of 5 stars, indicating general satisfaction, a significant portion (35) gave a neutral 3-star rating. The relatively small number (10) of 5-star ratings suggests that while there are positive aspects to the existing collaborations, there's room for improvement and potentially untapped potential for



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

Infrastructure and Facilities

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



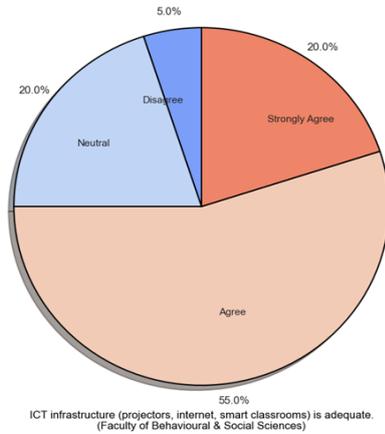
The campus infrastructure (classrooms, labs, library, etc.) is well-maintained. (Faculty of Behavioural & Social Sciences)

The majority of teachers (60%) at the Faculty of Behavioural & Social Sciences rated the campus infrastructure as 4 stars out of 5, indicating a generally positive perception of its maintenance. While a significant portion (25%) gave a 3-star rating, suggesting areas for potential improvement, a smaller percentage (15%) awarded the highest rating of 5 stars. Overall, the feedback reveals a predominantly favorable view of campus infrastructure maintenance, but with room for further enhancements to achieve universal satisfaction.

Faculty of Behavioral & Social Sciences Feedback Analysis

2024-2025

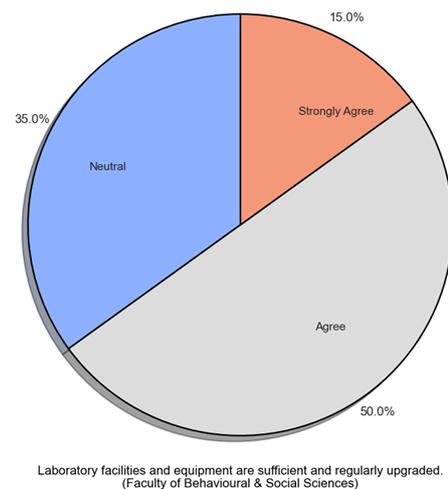
2. ICT infrastructure (projectors, internet, smart classrooms) is adequate.



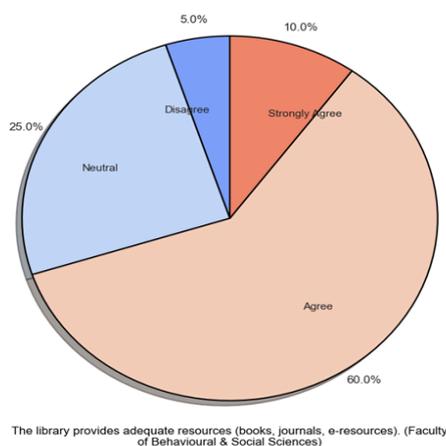
The feedback on ICT infrastructure adequacy at SGT University's Faculty of Behavioural & Social Sciences reveals a predominantly positive but not universally enthusiastic view. While a significant majority (55) rated the infrastructure 4 out of 5 stars, indicating a generally satisfactory experience, a notable portion (20) provided a lower 3-star rating, suggesting areas for improvement. The relatively small number of 2-star and 5-star ratings indicates that extreme opinions, both positive and negative, are less prevalent. Overall, the data points to a need for continued maintenance and potential upgrades to address the concerns raised by the 3-star ratings, while acknowledging the general satisfaction indicated by the majority of respondents.

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

The feedback on laboratory facilities and equipment at the Faculty of Behavioural & Social Sciences, SGT University, reveals a generally positive but not overwhelmingly enthusiastic view. While a majority of teachers (50%) rated the facilities and equipment as 4 out of 5 stars, indicating sufficiency and regular upgrades, a significant portion (35%) gave a neutral 3-star rating. A smaller group (15%) provided the highest rating of 5 stars. This suggests that while the labs are considered adequate by most, there's room for improvement to fully satisfy all faculty members.



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



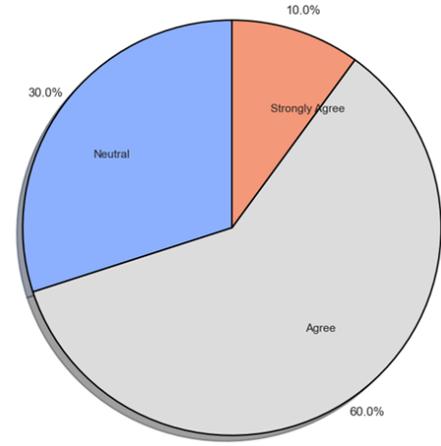
The feedback on library resource adequacy shows a generally positive but not overwhelmingly enthusiastic response from Faculty of Behavioural & Social Sciences teachers at SGT University. While a majority (60 out of 100 respondents) rated the resources as 4 out of 5 stars, indicating a satisfactory level of provision, a significant number (25) gave a 3-star rating, suggesting room for improvement. The relatively low number of 5-star ratings (10) and presence of some 2-star ratings (5) further emphasizes that while the library meets the needs of many, there's potential to enhance its resources to better serve all.

Faculty of Behavioural & Social Sciences Feedback Analysis

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

The feedback from teachers at SGT University's Faculty of Behavioural & Social Sciences indicates a generally positive perception of access to online learning platforms and academic databases. While a majority (60%) rated access as 4 out of 5 stars, suggesting good accessibility, a significant portion (30%) gave a neutral 3-star rating. Only a small percentage (10%) provided the highest rating of 5 stars, suggesting room for improvement in terms of platform features, database breadth, or ease of access. Overall, the data points to a predominantly positive but not overwhelmingly enthusiastic view of the available resources

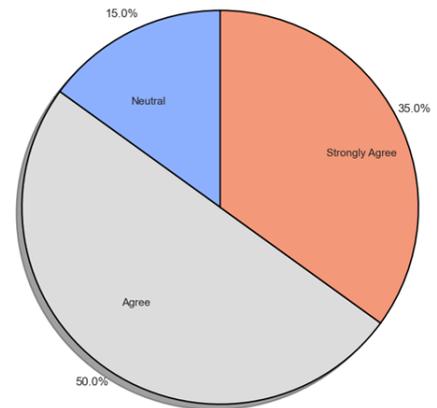


There is access to online learning platforms and academic databases. (Faculty of Behavioural & Social Sciences)

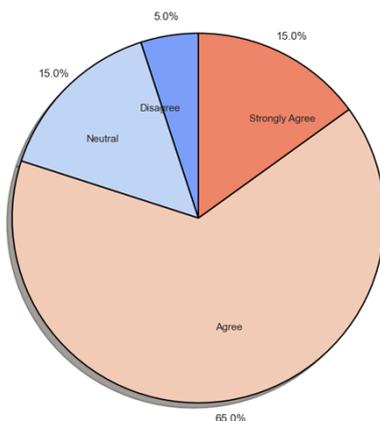
Institutional Governance & Support

1. The institution provides opportunities for professional development.

The feedback from teachers at SGT University's Faculty of Behavioural & Social Sciences indicates a largely positive view of professional development opportunities. While a minority gave a 3-star rating (15 responses), the majority rated the opportunities highly, with 50 responses giving 4 stars and 35 giving the top rating of 5 stars. This suggests that the institution is generally successful in providing professional development, though there's room for improvement based on the 15 less positive responses.



The institution provides opportunities for professional development. (Faculty of Behavioural & Social Sciences)



Administrative procedures are transparent and teacher-friendly. (Faculty of Behavioural & Social Sciences)

2. Administrative procedures are transparent and teacher friendly.

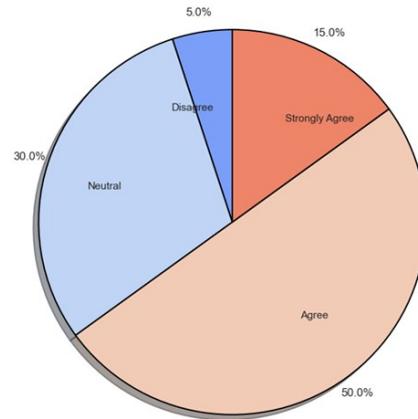
The feedback on administrative procedure transparency and teacher-friendliness at the Faculty of Behavioural & Social Sciences, SGT University, reveals a predominantly positive but not overwhelmingly enthusiastic response. While a significant majority (65 out of 100) rated the procedures as 4 stars, indicating a generally positive experience, a substantial number (15 out of 100) felt they deserved only 3 stars, suggesting room for improvement. The relatively small number of 2-star and 5-star ratings indicates that most teachers fall within a moderate range of satisfaction, with a notable portion experiencing aspects that could be simplified or improved for enhanced user-friendliness

Faculty of Behavioral & Social Sciences Feedback Analysis

2024-2025

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

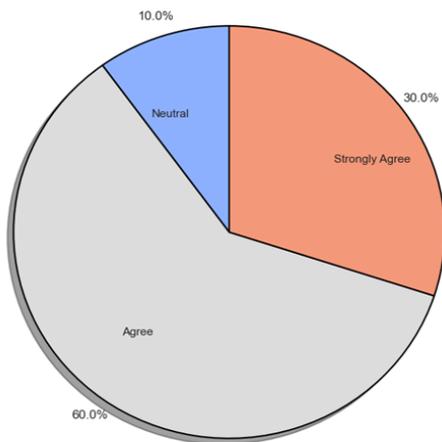
The feedback on welfare and support facilities at the Faculty of Behavioural & Social Sciences shows a generally positive, but not overwhelmingly enthusiastic, response from teachers. While a majority (50%) rated the facilities as 4 out of 5 stars, indicating a satisfactory level of support, a significant portion (30%) gave a 3-star rating, suggesting room for improvement. The relatively low numbers of 2 and 5-star ratings imply a lack of both extreme dissatisfaction and exceptional satisfaction, indicating a need to address the issues that are preventing teachers from giving higher ratings



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

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

The feedback from teachers at the Faculty of Behavioural & Social Sciences indicates a generally positive perception of how their input is used in curriculum development and policy. While a significant majority (60%) rated the consideration of their feedback as 4 out of 5 stars, suggesting a good level of integration, a smaller portion (30%) gave the highest rating of 5 stars, and a minority (10%) gave a rating of 3 stars, indicating room for improvement in incorporating teacher feedback in some respects. Overall, the data suggests a mostly positive but not universally excellent system for incorporating teacher feedback into curriculum and policy decisions



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

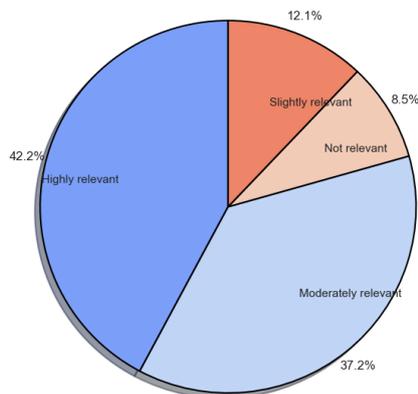
Faculty of Behavioural & Social Sciences Feedback Analysis

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Alumni Feedback

Feedback on Curriculum

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

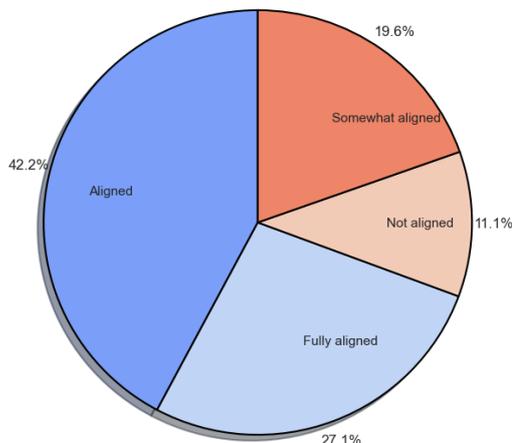


How relevant was the curriculum to your current job or career? (Alumni)

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?

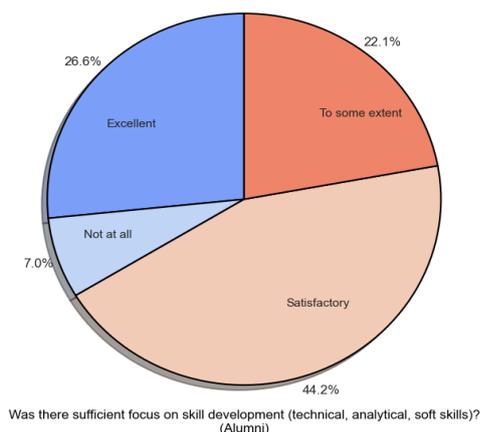
SGT University alumni feedback shows that a significant majority (almost 70%) felt the curriculum was either aligned or fully aligned with current industry standards. While a smaller portion (around 20%) felt it was only somewhat aligned, a relatively small percentage (about 11%) felt the curriculum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



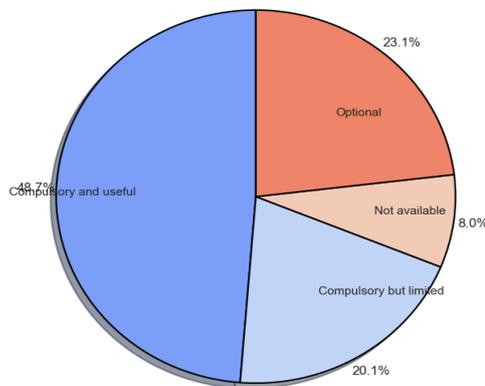
Was there sufficient focus on skill development (technical, analytical, soft skills)? (Alumni)

Faculty of Behavioural & Social Sciences Feedback Analysis

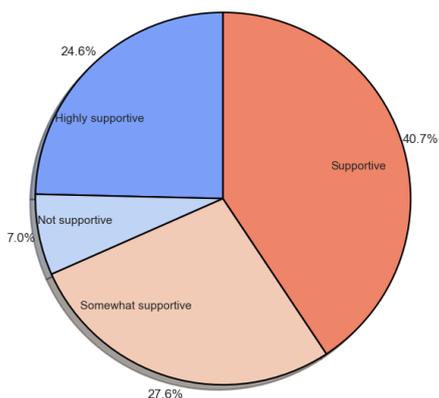
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4. Were internship/apprenticeship opportunities integrated into your course?

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)



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

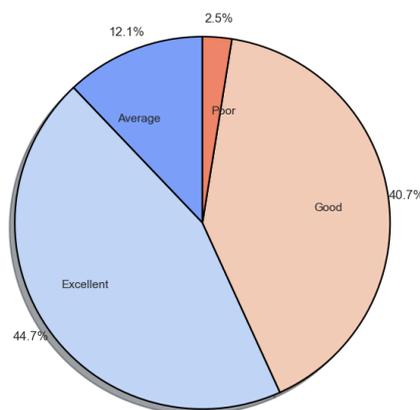
5. Did the program support your preparation for higher studies or competitive exams?

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.

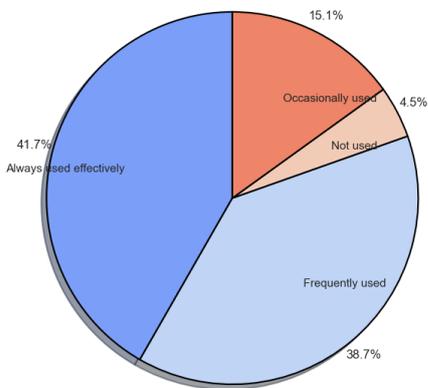


How would you rate the quality of teaching resources (faculty, books, materials)? (Alumni)

Faculty of Behavioural & Social Sciences Feedback Analysis

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

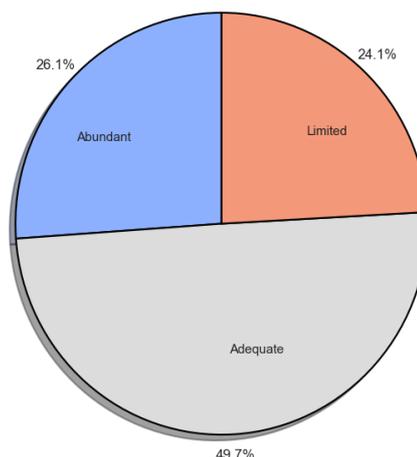


Use of modern teaching aids and learning platforms (PPTs, LMS, etc.): (Alumni)

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.

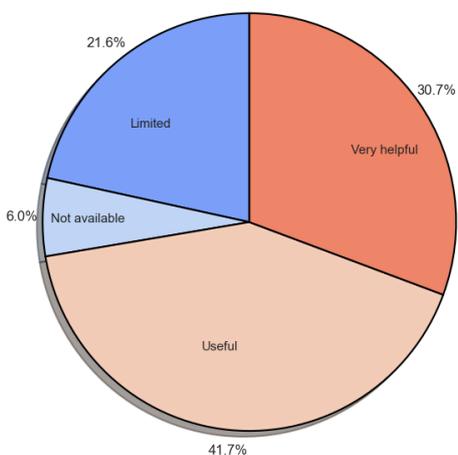
3. Opportunities to participate in research, innovation, or entrepreneurship:

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.

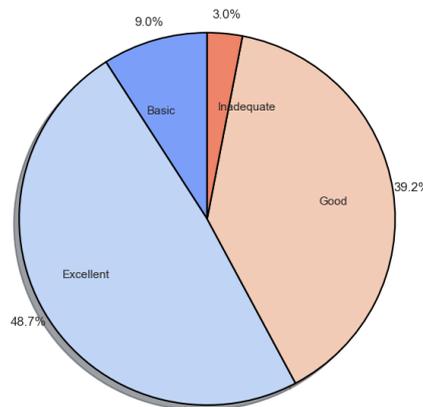
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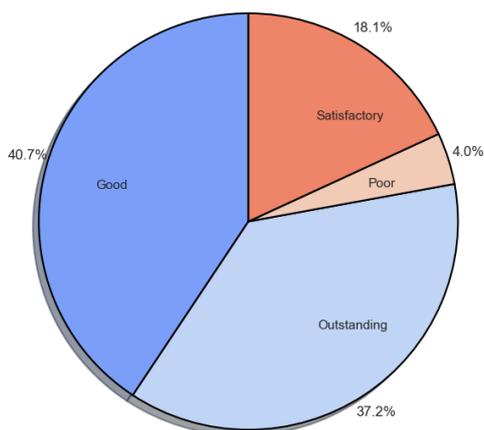
Campus Faculties & Infrastructure

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)



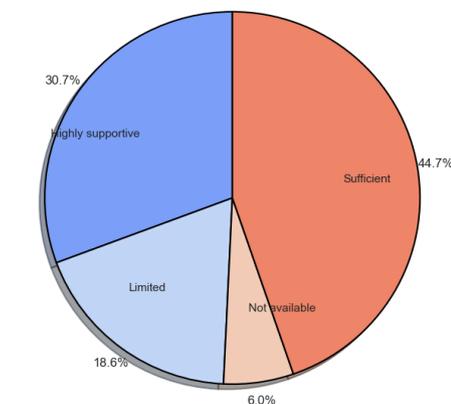
Facilities provided (Library, Labs, Internet, Hostel, Sports): (Alumni)

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:

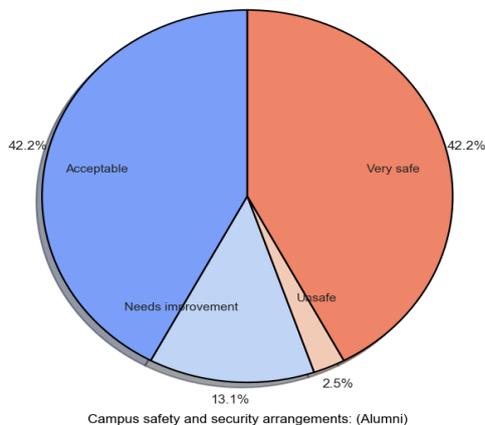
SGT University alumni feedback shows that a significant majority (44.72%) found the availability of digital and physical resources for self-learning and projects to be sufficient. A considerable portion (30.65%) rated the resources as highly supportive, indicating positive experiences. However, a notable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

Faculty of Behavioural & Social Sciences Feedback Analysis

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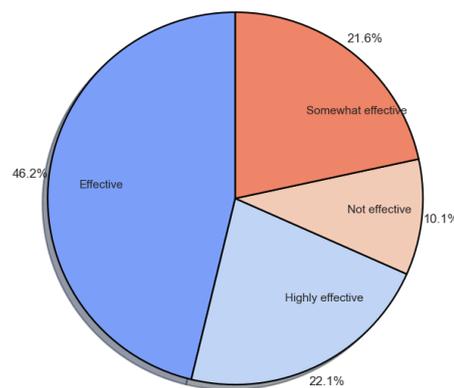
4. Campus safety and security arrangements:

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.

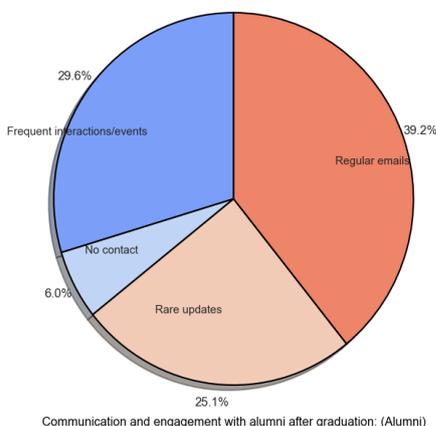
Institutional Services & Outreach

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:

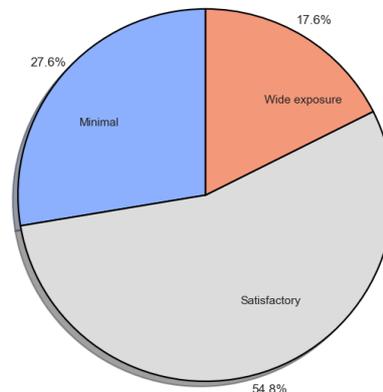
Over half (52.2%) at SGT COP, SGT University rate experiential learning as 5 stars, with 25.5% at 4 stars. Dissent is minimal (2.5–3.1%), reflecting strong hands-on components.

Faculty of Behavioural & Social Sciences Feedback Analysis

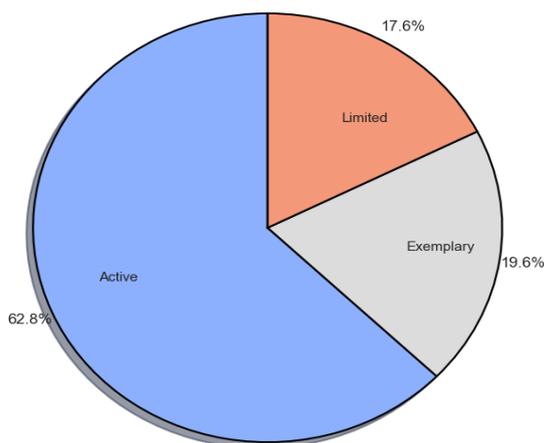
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3. Exposure to international programs (exchange, MOOCs, webinars):

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)

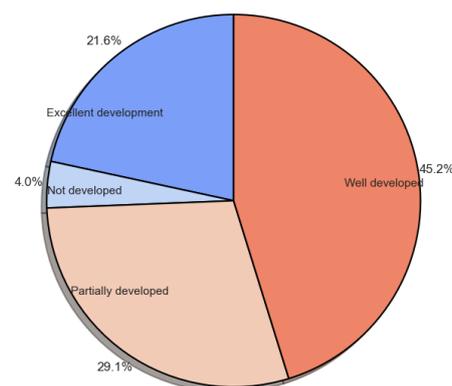
4. Contribution of university towards social responsibility & sustainability:

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.

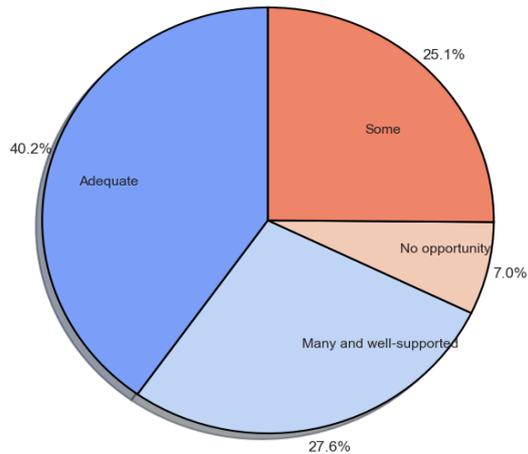


Development of personality, leadership, and communication skills: (Alumni)

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

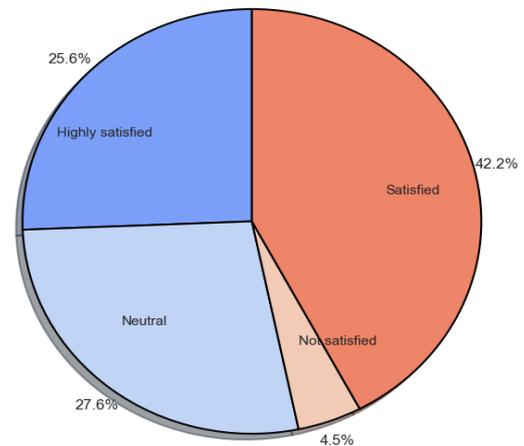


Opportunities to lead student activities/startups/projects during course: (Alumni)

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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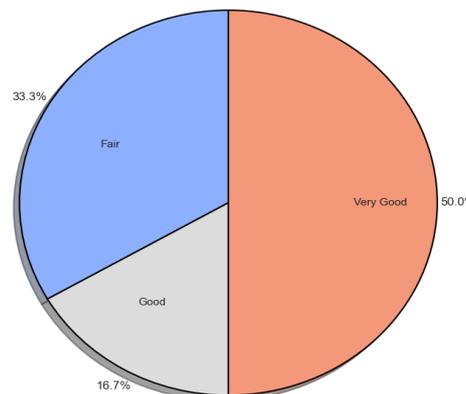
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Employer Feedback

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?

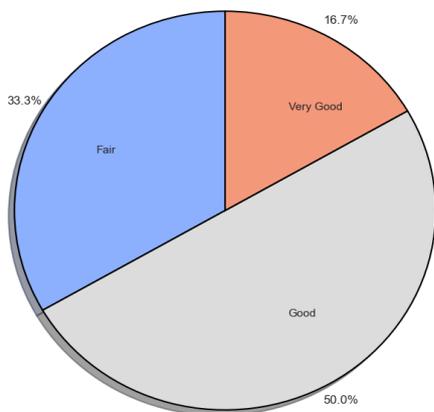
Employer feedback on SGT University graduates' subject knowledge and skills shows a mixed bag. While half of the employers rated graduates at 4 out of 5 stars, indicating a good level of proficiency, a significant portion (one-third) gave only a 2-star rating, suggesting some concerns about the graduates'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



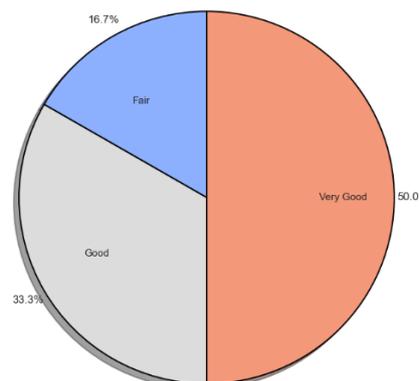
Are SGT graduates effective in team collaboration and clear in both verbal and written communication? (Employer)

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.



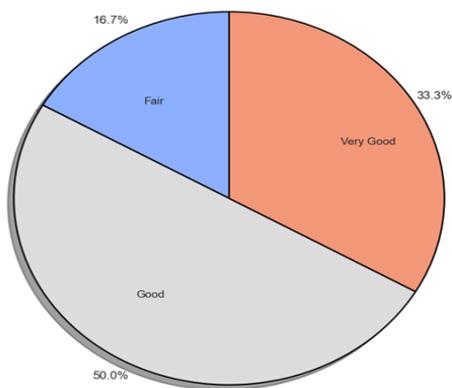
Do SGT graduates consistently demonstrate professionalism and uphold ethical standards in their roles? (Employer)

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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?



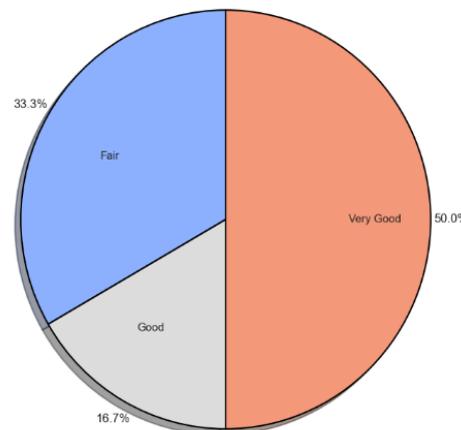
How would you assess the adaptability, initiative, and leadership potential of SGT graduates within your organization? (Employer)

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)

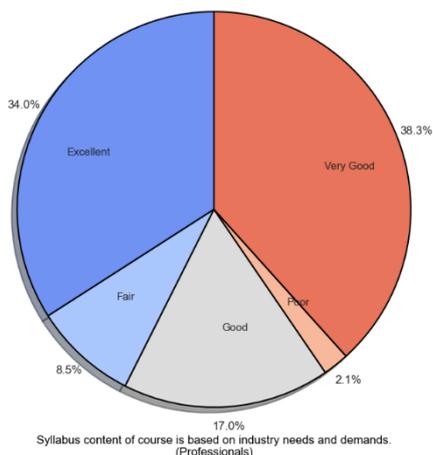
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Professionals Feedback

Feedback on Curriculum

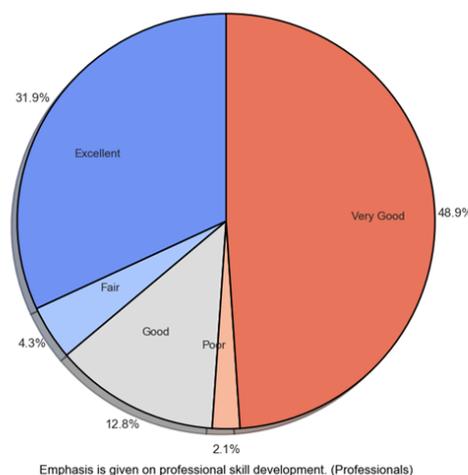
1. Syllabus content of course is based on industry needs and demands.



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.

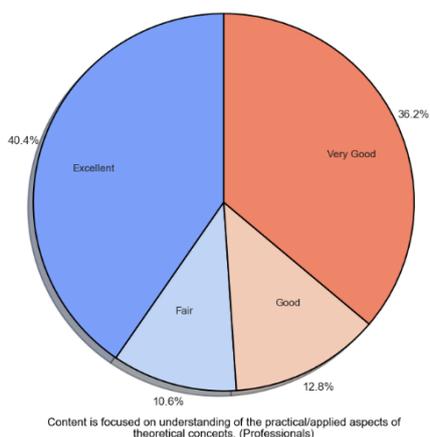
2. Emphasis is given on professional skill development.

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

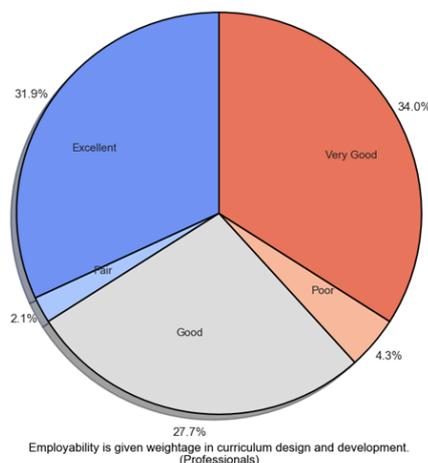


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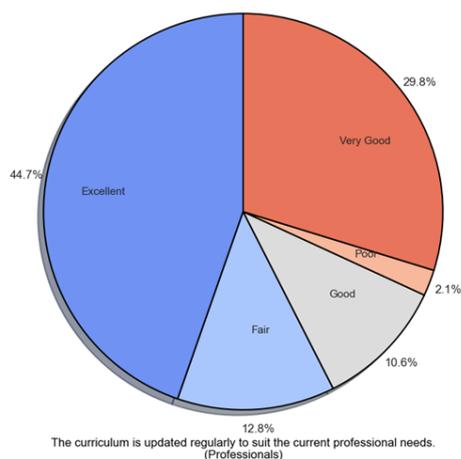
4. Employability is given weightage in curriculum design and development.?

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.



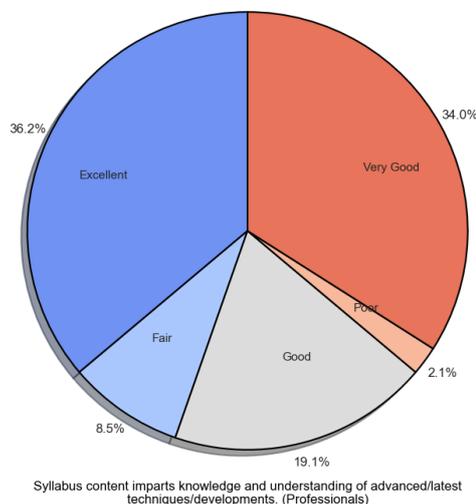
5. The curriculum is updated regularly to suit the current professional needs.

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.

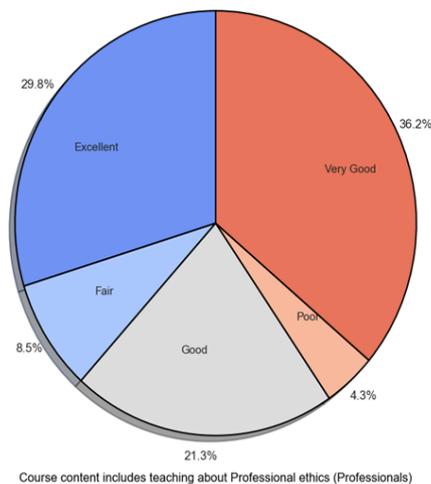
The feedback from Professionals at SGT University shows that a significant majority (over 70%) rated the syllabus content as either excellent (5 stars) or good (4 stars) in terms of imparting knowledge of advanced and latest techniques. While a smaller portion (around 27%) gave it a neutral (3 stars)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

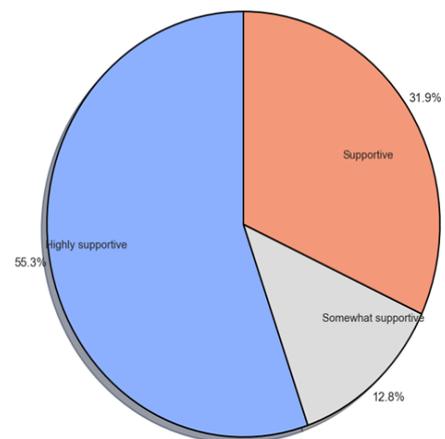


Course content includes teaching about Professional ethics (Professionals)

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.

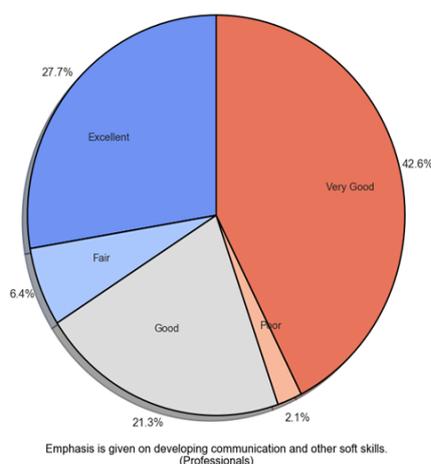
8. Training strategies develops a constant learning attitude among the students.

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.



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

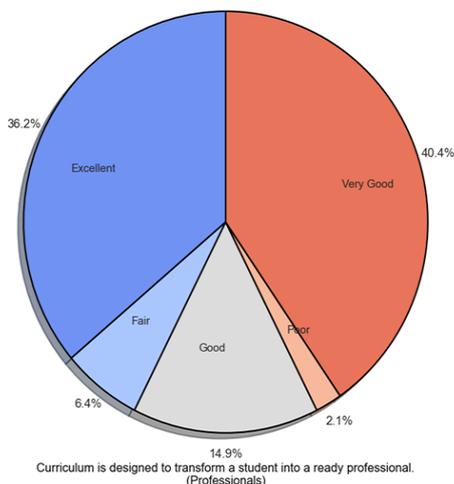
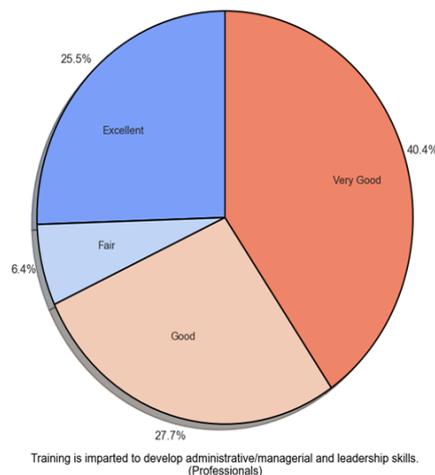
Professionals at SGT University generally feel that the emphasis on developing communication and other soft skills is good, with the majority (42.55%) giving it a 4-star rating. While a significant portion (27.66%) rated it highly with 5 stars, a smaller but noticeable number (21.28%) gave it a neutral 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.

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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.



ATR Summary Report (Faculty of Behavioural & Social Sciences)

S. No.	Context	Student Feedback	IQAC Recommendation	Action Taken
1.	Administrative IMPROVEMENTS	Students requested higher professionalism from some office staff, citing occasional inappropriate language.	IQAC directs professionalism and etiquette training for administrative staff.	The administrative staff has been instructed well about the appropriate behaviour with students.
2.	Communication Gaps	Students noted that ERP downtime is not communicated causing uncertainty.	IQAC directed the IT department to ensure ERP stability and to communicate downtime proactively.	The students were informed about the ERP coordinator at faculty level to have a better communication.
3.	Curriculum Enhancement	Students strongly requested more practical skills—resume writing, email etiquette, research formatting, interview skills. They also suggested replacing broad “umbrella courses” with specialized tracks like digital marketing and content writing.	IQAC propose integration of these professional skills into coursework or mandatory workshops. BOS must review umbrella courses and explore specialized, career-focused electives.	The syllabus has been revised as per the industry demand, also received from the experts of industry.
4.	Events	Students want more educational trips, cultural visits, and recreational activities. They also requested that competitions be judged by qualified professionals for fairness.	IQAC suggest Deans and HODs to review the academic and cultural trips. Events Committee must ensure all judges and guides have verified expertise.	The visits have been increased.
7.	General Feedback	Feedback is predominantly positive (“Recommends Curriculum,” “Nothing,” “Nil”). No negative actionable items were identified.	IQAC recommends maintaining the current standards and continuing existing quality assurance processes.	It is ensured that the faculty members maintain the same academic rigor.

8.	Infrastructure	Students specifically requested installation of smart boards for enhanced teaching quality.	IQAC request Deans to review the requirements of installation of smart boards in classroom and submit it for approval from authorities.	The requisition has been made for the same.
11.	Placement Opportunities	Students requested workshops on resume and LinkedIn writing to improve placement readiness.	IQAC recommends the department to conduct targeted workshops on professional documentation and job-readiness skills.	Workshops / sessions enhancing the professional skills for better placement have been conducted in the current academic year.

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