



**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 Commerce & Management**



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

## **FEEDBACK 2024-2025**

**Internal Quality Assurance Cell  
Faculty of Commerce & Management  
Feedback Analysis  
2024-2025**



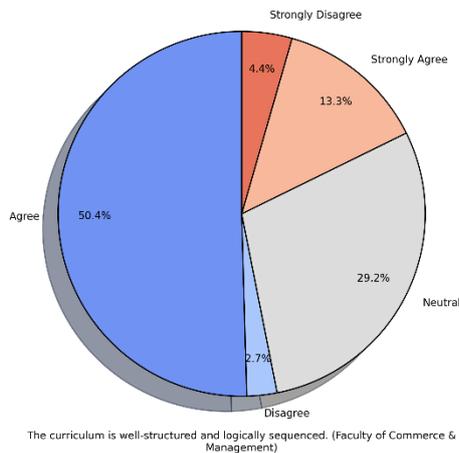
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## Student's Feedback

### Curriculum Design and Content

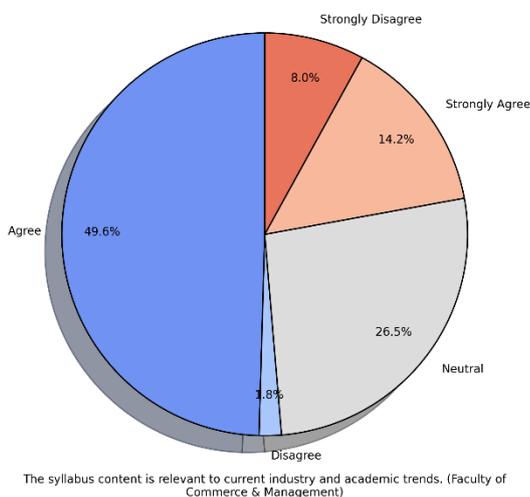
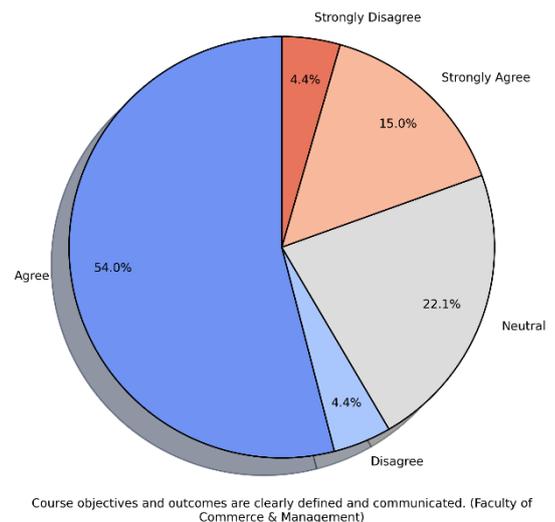
#### 1. The curriculum is well-structured and logically sequenced.



Most students (50.44%) rated the curriculum's structure and sequencing as 4 out of 5 stars, indicating a generally positive perception. A significant proportion (29.2%) gave it a 3-star rating, suggesting some areas for improvement. Fewer students gave it lower ratings (4.42% gave it 1 star and 2.65% gave it 2 stars), while 13.27% gave it the highest rating of 5 stars. Overall, the feedback suggests the curriculum is largely well-received, but there's room for refinement to address the concerns of the students who rated it lower.

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

Most students (over 75%, combining 4 and 5-star ratings) believe that course objectives and outcomes are clearly defined and communicated at the Faculty of Commerce & Management, SGT University. While a significant portion gave a positive rating, a considerable number (around 26%, combining 1, 2, and 3-star ratings) felt the clarity could be improved, suggesting there's room for enhancement in communicating course expectations to ensure all students have a clear understanding.

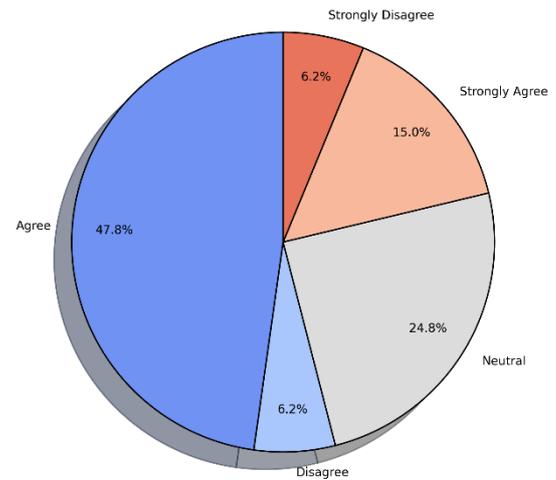


#### 3. The syllabus content is relevant to current industry and academic trends

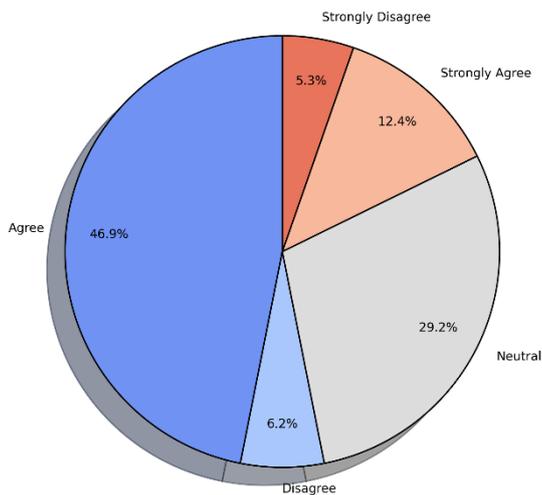
Most students (49.56%) rated the syllabus content as highly relevant (4 stars) to current industry and academic trends, indicating a generally positive perception. A significant portion (26.55%) gave it a 3-star rating, suggesting some areas could be improved. Relatively few students gave low ratings (7.96% gave 1 star and 1.77% gave 2 stars), while 14.16% gave the highest rating (5 stars). Overall, the feedback shows a predominantly positive view of syllabus relevance, though opportunities exist to further enhance its alignment with current trends.

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

Most students (47.79%) rated the curriculum's effectiveness in promoting critical thinking and problem-solving skills as 4 out of 5 stars, indicating a generally positive perception. A significant portion (24.78%) gave a 3-star rating, suggesting some areas for improvement. The relatively low percentages of 1 and 2-star ratings (both at 6.19%) and 5-star ratings (15.04%) show that while many students find the curriculum helpful, there's room to enhance its ability to foster these crucial skills in all students.



The curriculum promotes critical thinking and problem-solving abilities. (Faculty of Commerce & Management)



Curriculum is updated periodically to meet global and national standards. (Faculty of Commerce & Management)

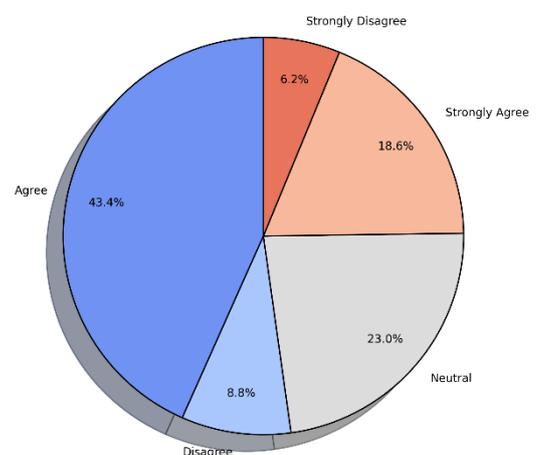
#### 5. Curriculum is updated periodically to meet global and national standards.

Most students (46.9%) rated the curriculum's alignment with global and national standards as 4 out of 5 stars, indicating a generally positive perception. A significant proportion (29.2%) gave it a 3-star rating, suggesting some areas for improvement. While a smaller number of students rated it lower (5.31% gave it 1 star and 6.19% gave it 2 stars), a positive aspect is that 12.39% gave it the highest rating of 5 stars. Overall, the feedback reveals a predominantly favourable view of the curriculum's up-to-datedness, although there's room for refinement based on the considerable number of 3-star ratings.

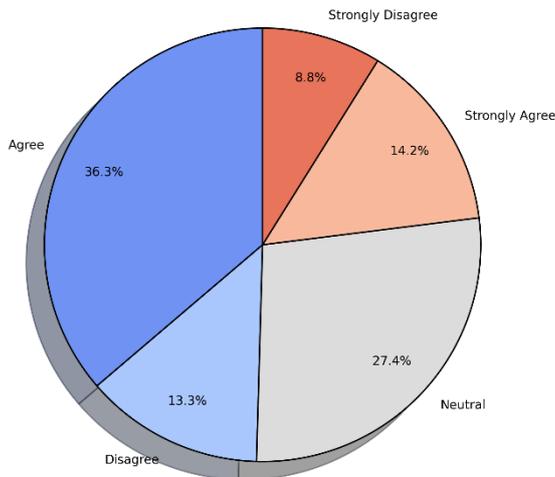
### Skill Development and Employability

#### 1. Courses help in building employability and entrepreneurial skills.

Most students (over 60%, combining 4- and 5-star ratings) feel that their courses are helpful in developing employability and entrepreneurial skills. While a significant portion gave a positive rating (3 stars or higher), a considerable number of students (almost 15%, combining 1- and 2-star ratings) felt the courses were not very effective in this area, suggesting there's room for improvement in curriculum design or teaching methods to better equip students for the job market and entrepreneurial ventures.



Courses help in building employability and entrepreneurial skills. (Faculty of Commerce & Management)



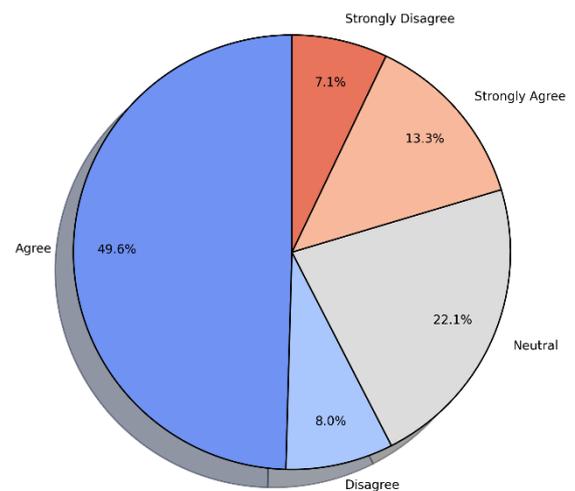
Adequate industry exposure (internships, visits, projects) is part of the curriculum. (Faculty of Commerce & Management)

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

Most students at SGT University's Faculty of Commerce & Management feel the curriculum provides adequate industry exposure, with almost 37% giving it a 4-star rating and a further 14% rating it 5 stars. While a significant portion (27%) gave a neutral 3-star rating, a smaller number felt it could be improved, as indicated by the combined 21% who gave 1 or 2-star ratings. Overall, the feedback suggests a generally positive view of the industry exposure offered, but there's room for improvement to fully satisfy all students.

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

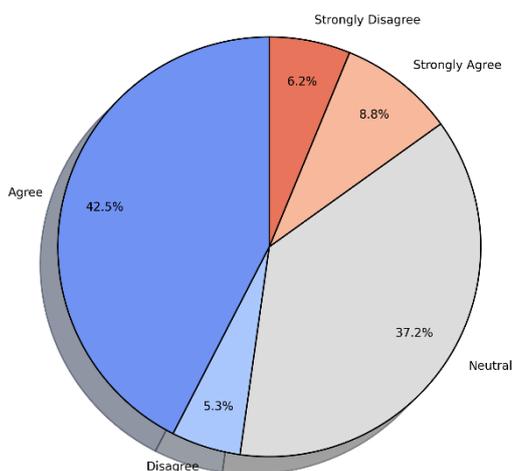
Most students (49.56%) at the Faculty of Commerce & Management, SGT University, rated the alignment of skill-based courses with job market needs as 4 out of 5 stars, indicating a generally positive perception. A significant portion (22.12%) gave a 3-star rating, suggesting some areas for improvement. Relatively few students gave lower ratings (7.08% gave 1 star and 7.96% gave 2 stars), while 13.27% gave the highest rating of 5 stars. Overall, the feedback shows that while most students believe the courses are relevant to the job market, there's still room to enhance the curriculum to better meet industry demands.



Skill-based courses align with the needs of the job market. (Faculty of Commerce & Management)

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

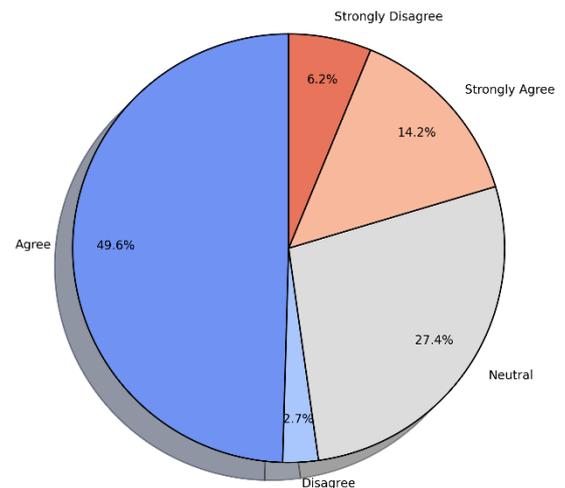
Most students at SGT University's Faculty of Commerce & Management (around 80%) rated the integration of ICT tools in the curriculum as either good (4 stars) or satisfactory (3 stars). While a significant portion found it good (42%), a considerable number (37%) felt it was only satisfactory. A smaller percentage expressed less satisfaction (1-2 stars), suggesting room for improvement in how ICT is used within the curriculum, although the overall feedback leans towards positive.



The curriculum integrates ICT (Information and Communication Technology) tools. (Faculty of Commerce & Management)

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

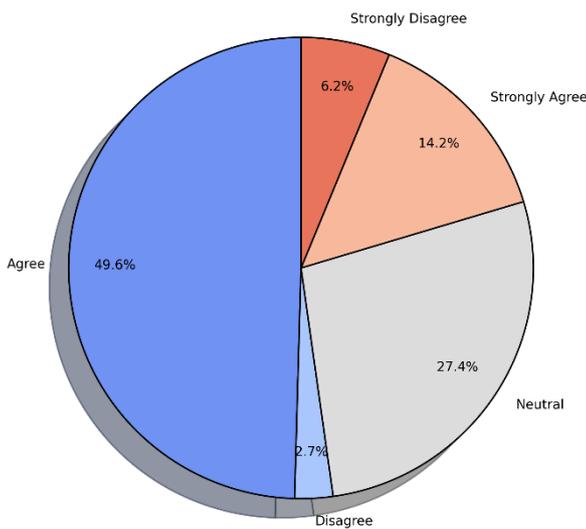
Most students at SGT University's Faculty of Commerce & Management (49.56%) rated the curriculum's support for innovation, research, and startups as 4 out of 5 stars, indicating a generally positive perception. A significant portion (27.43%) gave it a 3-star rating, suggesting some room for improvement. Fewer students gave lower ratings (6.19% gave 1 star and 2.65% gave 2 stars), while 14.16% gave the highest rating of 5 stars. Overall, the feedback shows a predominantly positive view of the curriculum's fostering of an entrepreneurial environment, although there's potential for enhancing it further based on the considerable number of 3-star ratings.



The curriculum supports innovation, research, and start-up culture. (Faculty of Commerce & Management)

## NEP 2020 Integration & Multidisciplinary Approach

### 1. Curriculum includes flexibility for choosing electives/minor subjects

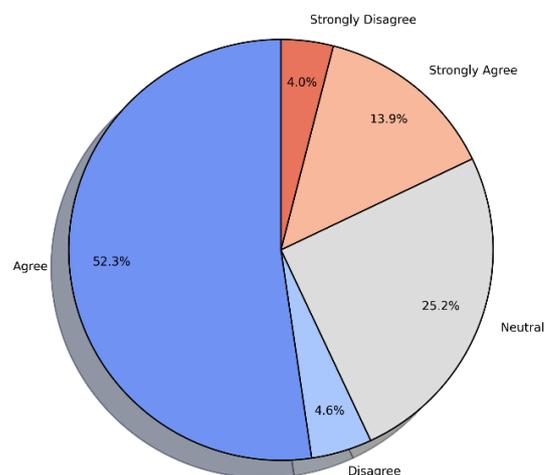


The curriculum supports innovation, research, and start-up culture. (Faculty of Commerce & Management)

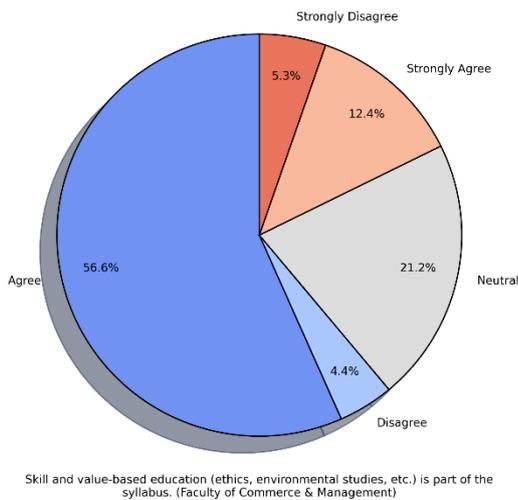
Most students (48.67%) rated the curriculum's flexibility in choosing electives/minor subjects as 4 out of 5 stars, indicating a generally positive perception. A significant portion (26.55%) gave it a 3-star rating, suggesting some areas for improvement. While fewer students gave it either 1-star (8.85%) or 2-star (2.65%) ratings, and a smaller group (13.27%) rated it 5 stars, overall, the feedback leans towards a positive view of the curriculum's flexibility, though some students feel there's room for enhancement.

### 2. Interdisciplinary/multidisciplinary learning is encouraged.

Most students at SGT University's Faculty of Commerce & Management (47.79%) rated the encouragement of interdisciplinary/multidisciplinary learning as 4 out of 5 stars, indicating a largely positive perception. While a significant portion (28.32%) gave a neutral 3-star rating, relatively few students gave low ratings (6.19% gave 1 star and 4.42% gave 2 stars), suggesting that while there's room for improvement, the current level of interdisciplinary learning is generally well-received. A smaller group (13.27%) provided the highest rating of 5 stars. Overall, the feedback points to a predominantly positive view of interdisciplinary learning opportunities at the faculty.



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

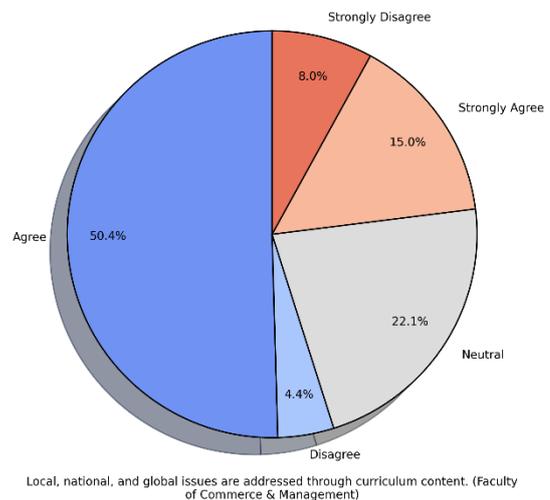


### 3. Skill and value-based education (ethics, environmental studies, etc.) is part of the syllabus.

Most students (56.64%) at SGT University's Faculty of Commerce & Management rated the inclusion of skill and value-based education (like ethics and environmental studies) in the syllabus as 4 out of 5 stars, indicating a high level of satisfaction. A significant portion (21.24%) gave it a 3-star rating, suggesting general approval. While smaller percentages gave lower ratings (5.31% gave it 1 star and 4.42% gave it 2 stars), the overall feedback shows that the university's approach to incorporating these elements into the curriculum is largely well-received by students. 12.39% who gave a 5-star rating demonstrated strong positive sentiment towards this aspect of their education.

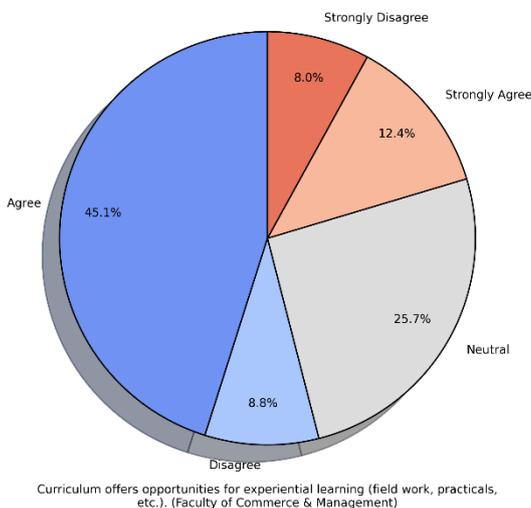
### 4. Local, national, and global issues are addressed through curriculum content.

Most students (50.44%) rated the incorporation of local, national, and global issues into the curriculum as good (4 stars), indicating a generally positive perception. A significant portion (22.12%) gave it a neutral rating (3 stars), while fewer students gave it lower ratings (7.96% gave it 1 star and 4.42% gave it 2 stars). A smaller percentage (15.04%) rated it excellent (5 stars). Overall, the feedback suggests the curriculum adequately addresses these issues, although there's room for improvement to boost the number of excellent ratings and reduce the neutral and lower ratings.



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

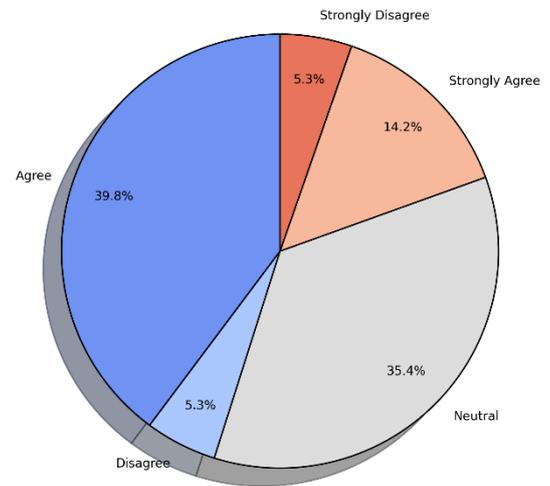
Most students (45.13%) rated the curriculum's experiential learning opportunities as 4 out of 5 stars, indicating a generally positive perception. A significant portion (25.66%) gave it a 3-star rating, suggesting some room for improvement. While a smaller number of students provided lower ratings (7.96% gave 1 star, 8.85% gave 2 stars), the higher percentage of 4 and 5-star ratings shows that the curriculum's experiential learning aspects are largely well-received, although there is still a portion of students who feel it could be better.



## Assessment and Academic Support

### 1. The evaluation system is transparent and fairly implemented.

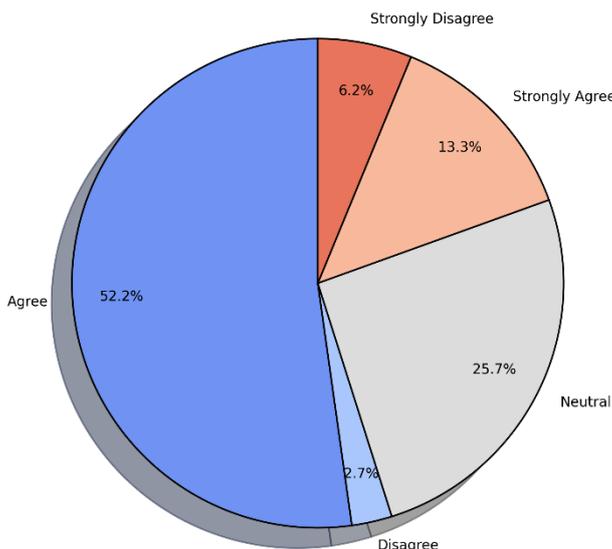
Most students at SGT University's Faculty of Commerce & Management (41.59%) rated the evaluation system as 4 out of 5 stars, indicating a generally positive view of its transparency and fairness. A significant proportion (35.4%) gave a neutral 3-star rating, suggesting some room for improvement. While fewer students gave lower ratings (5.31% gave 1 star and 3.54% gave 2 stars), a relatively small percentage (14.16%) gave the highest 5-star rating, indicating that while the system is largely considered fair, there's potential for making it even better for all students.



The evaluation system is transparent and fairly implemented. (Faculty of Commerce & Management)

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

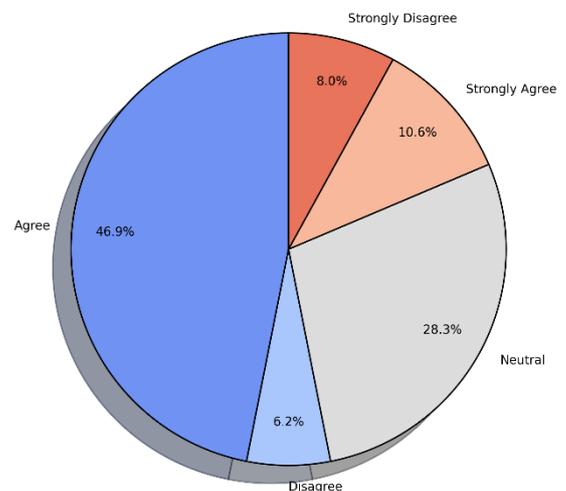
Most students (over 50%) at the Faculty of Commerce & Management felt the curriculum offered a good number of internal assessments and feedback, rating it 4 out of 5 stars. While a significant portion gave it a positive 3-star rating, a smaller number felt it could be improved, indicated by the lower ratings of 1 and 2 stars. Overall, the feedback suggests a generally positive perception of the assessment and feedback opportunities within the curriculum, although there's room for improvement based on the less satisfied responses.



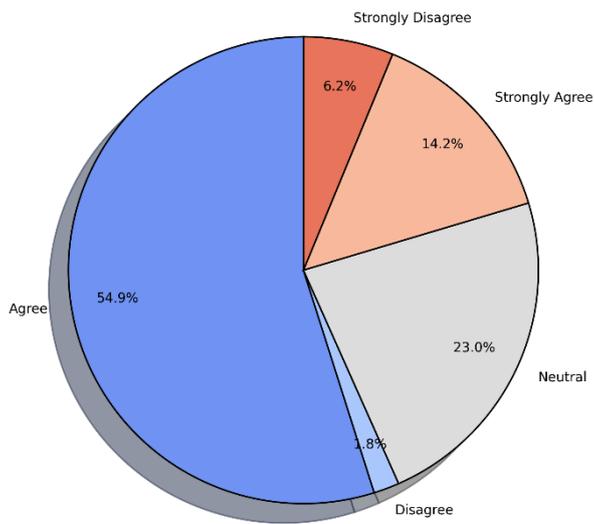
Curriculum provides adequate opportunities for internal assessments and feedback. (Faculty of Commerce & Management)

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

Most students (46.9%) 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 (28.32%) gave it a 3-star rating, suggesting some room for improvement. Relatively few students gave it a 1 or 2-star rating (7.96% and 6.19% respectively), while 10.62% gave it the highest rating of 5 stars. Overall, the feedback suggests that while the support is generally appreciated, there's potential to enhance it further to better meet student needs.



Remedial and academic support is available for difficult subjects. (Faculty of Commerce & Management)



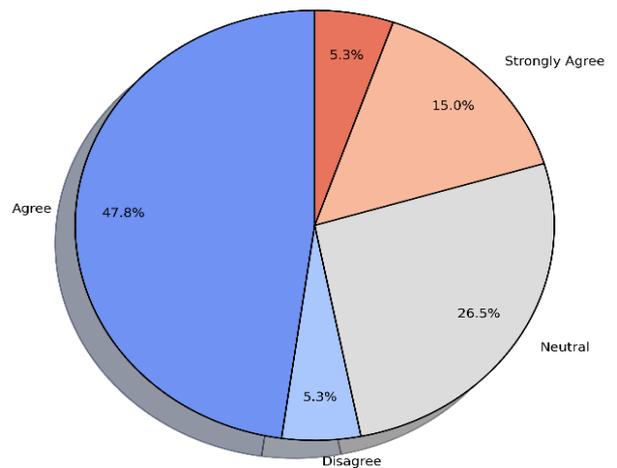
Adequate reference books are available in the library. (Faculty of Commerce & Management)

#### 4. Adequate reference books are available in the library.

Most students (54.87%) rated the availability of adequate reference books in the library as 4 out of 5 stars, indicating a generally positive perception. A significant portion (23.01%) gave a 3-star rating, suggesting some room for improvement. Fewer students gave lower ratings (6.19% gave 1 star and 1.77% gave 2 stars), while 14.16% gave the highest rating of 5 stars. Overall, the feedback shows that while the library's reference book collection is largely satisfactory for students, there's potential for enhancing it to better meet everyone's needs.

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

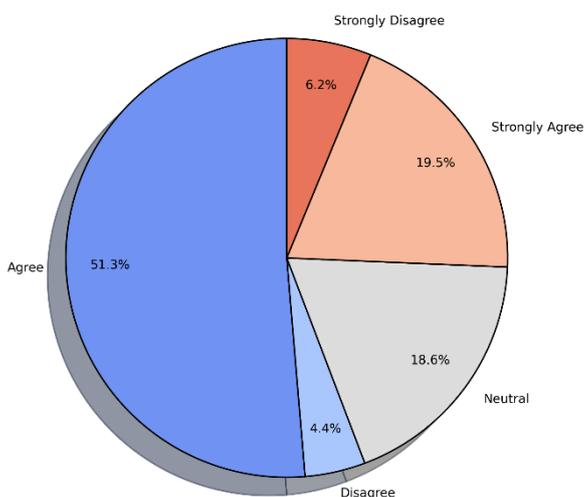
Most students at SGT University's Faculty of Commerce & Management feel that appropriate reference materials are provided, with almost half (47.79%) giving a 4-star rating. A significant portion (26.55%) rated it 3 stars, indicating general satisfaction. However, a noticeable number of students (5.31% each) gave it only 1 or 2 stars, suggesting that a minority finds the available resources insufficient. Overall, while the majority are positive, there's room for improvement to address the concerns of those who rated the materials lower.



Appropriate reference material (print & online) is provided. (Faculty of Commerce & Management)

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

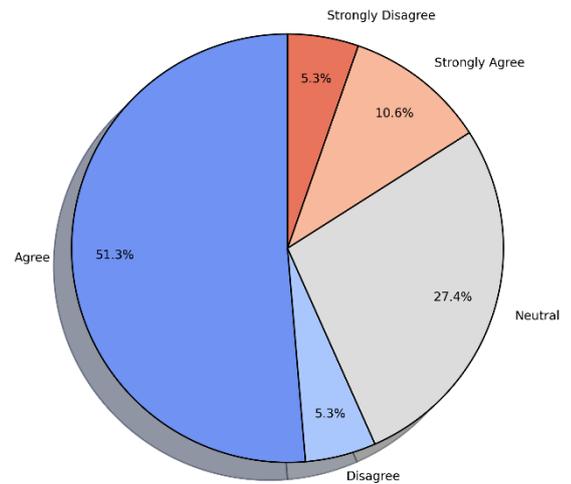
Most students (51.33%) at the Faculty of Commerce & Management, SGT University, rated the adherence to scheduled test and examination times as four out of five stars, indicating a generally positive view. While a significant portion felt the scheduling was good, a considerable number also gave lower ratings (nearly 25% gave ratings of one, two or three stars), suggesting room for improvement in time management and adherence to schedules for tests and exams.



Tests and examinations are conducted within the scheduled timeframe. (Faculty of Commerce & Management)

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

Most students (over 78%) at SGT University's Faculty of Commerce & Management are either satisfied or very satisfied with the university's examination and evaluation pattern, with a significant majority rating it 4 stars. While a smaller percentage gave it 3 stars, very few students rated it poorly (1 or 2 stars), suggesting the system is generally well-received.

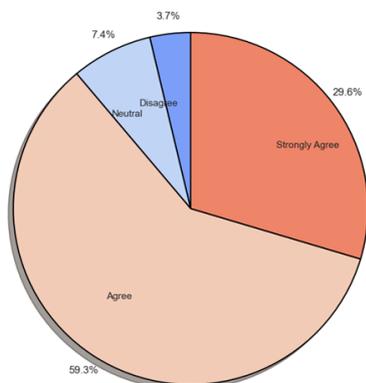


Examination and evaluation pattern of the university is satisfactory. (Faculty of Commerce & Management)

## Teacher's Feedback

### Curriculum Design & Delivery

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

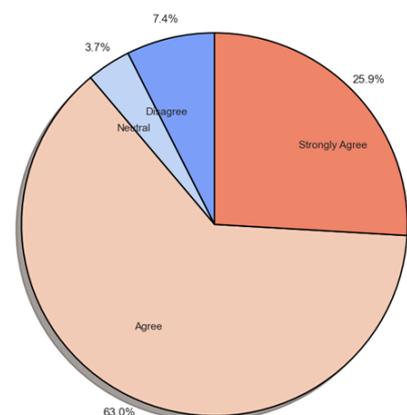


The curriculum is well-structured and aligned with program objectives. (Faculty of Commerce & Management)

The overwhelming majority of teachers at the Faculty of Commerce & Management, SGT University, rate the curriculum's structure and alignment with program objectives as either 4 or 5 stars, indicating a high level of satisfaction. While a smaller percentage gave ratings of 2 and 3 stars, the dominant positive feedback suggests a strong alignment between the curriculum design and its intended learning outcomes. The data points towards a generally well-received and effective curriculum.

#### 2. Curriculum includes sufficient interdisciplinary components

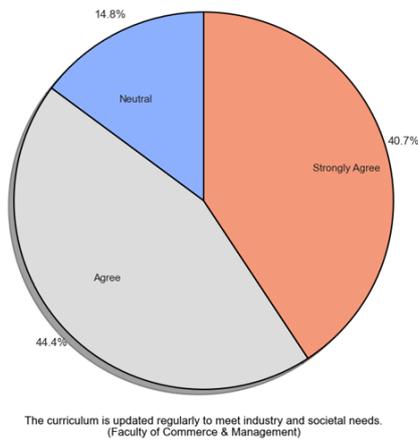
The feedback from SGT University's Faculty of Commerce & Management teachers indicates a largely positive perception of the curriculum's interdisciplinary components. While a significant majority (62.96%) rated the inclusion of these components as 4 out of 5 stars, suggesting a generally high level of satisfaction, a noticeable portion (7.41%) gave a lower rating of 2 stars, highlighting a need to address concerns from a subset of teachers. The distribution of ratings suggests that while the curriculum is largely successful in integrating interdisciplinary elements, further refinement could improve satisfaction among a minority of faculty.



Curriculum includes sufficient interdisciplinary components. (Faculty of Commerce & Management)

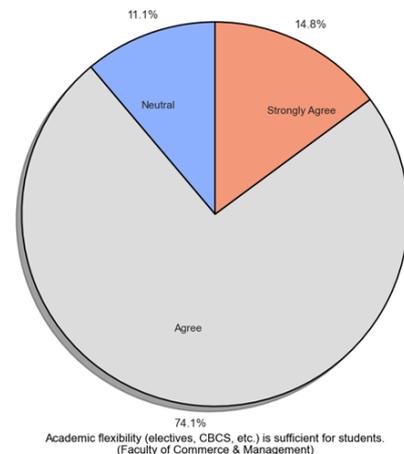
### 3. The curriculum is updated regularly to meet industry and societal needs

The feedback from Faculty of Commerce & Management teachers at SGT University regarding curriculum updates shows overwhelmingly positive sentiment. While a small percentage rated the curriculum's responsiveness to industry and societal needs at a 3-star level (14.81%), a significant majority awarded 4-star (44.44%) and 5-star (40.74%) ratings, indicating strong satisfaction with the curriculum's currency and relevance. This suggests the university is largely successful in aligning its commerce and management programs with current industry demands and societal changes.



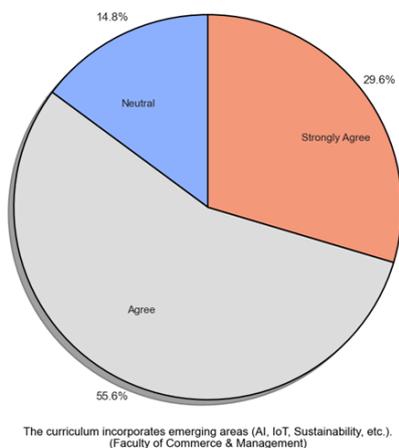
### 4. Academic flexibility (electives, CBCS, etc.) is sufficient for students.

The feedback from Faculty of Commerce & Management teachers at SGT University regarding academic flexibility shows overwhelmingly positive sentiment. A significant majority (74.07%) rated the flexibility offered to students, encompassing electives and the CBCS system, as four stars out of five, indicating a high level of satisfaction. While a smaller proportion gave three-star (11.11%) and five-star (14.81%) ratings, the overall data suggests that the current system of academic flexibility is largely effective and well-received by the faculty.



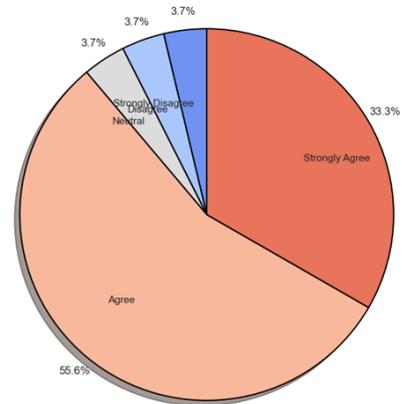
### 5. The curriculum incorporates emerging areas (AI, IoT, Sustainability, etc.).

The feedback from SGT University's Faculty of Commerce & Management teachers regarding curriculum incorporation of emerging areas like AI, IoT, and sustainability shows overwhelmingly positive sentiment. While a small percentage gave a 3-star rating (14.81%), the majority rated it highly, with a significant portion (55.56%) providing 4-star ratings and almost a third (29.63%) awarding the top 5-star rating. This indicates a generally strong perception that the curriculum effectively integrates these crucial emerging fields.



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

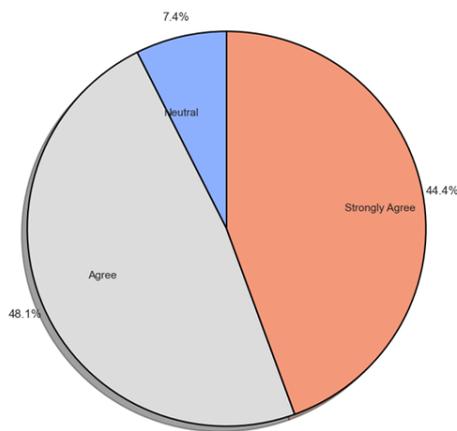
The feedback from Faculty of Commerce & Management teachers at SGT University overwhelmingly indicates a high level of satisfaction with the integration of skill-based and value-added courses into the curriculum. While a small percentage of teachers rated the integration as 1, 2, or 3 stars (each at 3.7%), the vast majority (88.89%) gave ratings of 4 or 5 stars, with 55.56% rating it 4 stars and 33.33% rating it 5 stars. This suggests a strong positive perception of the curriculum's effectiveness in incorporating practical and valuable skills development.



Skill-based and value-added courses are well-integrated into the curriculum. (Faculty of Commerce & Management)

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

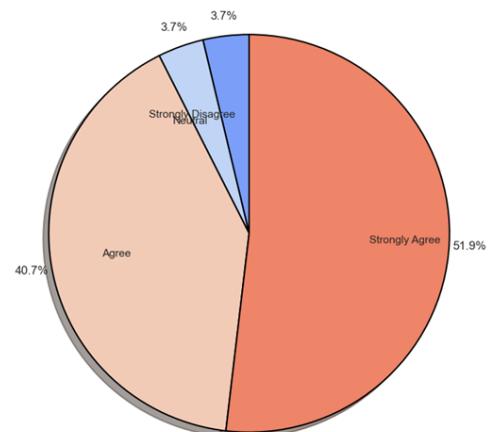
The feedback from teachers at SGT University's Faculty of Commerce & Management overwhelmingly indicates a high level of satisfaction with the integration of internships, projects, and fieldwork into the syllabus. While a small percentage gave a 3-star rating (7.41%), the vast majority rated the integration as either 4-star (48.15%) or 5-star (44.44%), demonstrating a strong positive perception of the curriculum's practical application and experiential learning components. This suggests that the current approach effectively prepares students for real-world scenarios.



Internships, projects, and field work are effectively embedded in the syllabus. (Faculty of Commerce & Management)

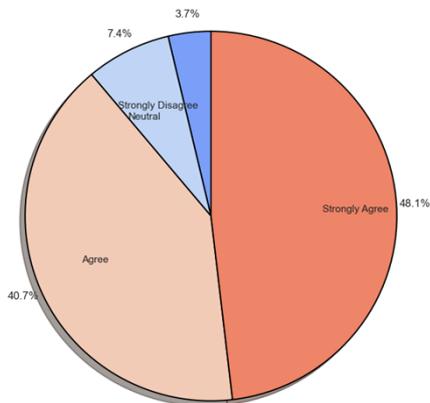
**8. Pedagogical innovations (ICT tools, experiential learning, flipped classroom) are encouraged**

The overwhelming majority of teachers at SGT University's Faculty of Commerce & Management (82.59%) rate the encouragement of pedagogical innovations like ICT tools, experiential learning, and flipped classrooms as either 4 or 5 stars, indicating a high level of satisfaction and perceived support for these modern teaching approaches. While a small percentage provided 1 and 3-star ratings (7.4%), the data strongly suggests that the faculty generally views the institution's promotion of these innovative methods favourably.



Pedagogical innovations (ICT tools, experiential learning, flipped classroom) are encouraged. (Faculty of Commerce & Management)

## Teaching-Learning and Evaluation



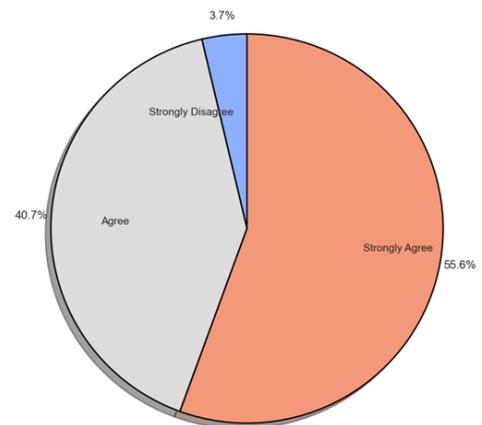
The teaching-learning process is student-centric and participative. (Faculty of Commerce & Management)

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

The feedback on the student-centric and participative nature of the teaching-learning process at the Faculty of Commerce & Management, SGT University, reveals overwhelmingly positive sentiment. While a small percentage of teachers rated the process with only one or three stars, a significant majority (88.89%) gave it four or five stars, indicating that the teaching methodology is largely perceived as effective and engaging for students. The high proportion of four and five-star ratings suggests a strong focus on student participation and a student-centered approach in most courses.

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

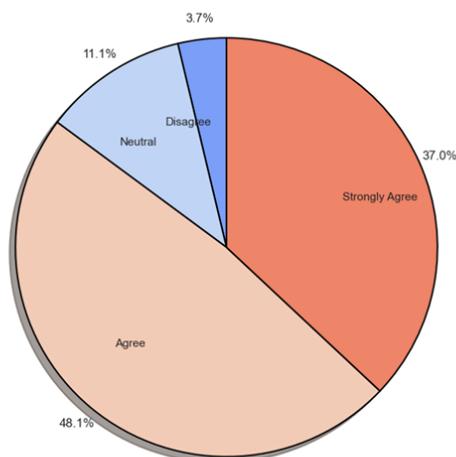
The overwhelming majority of teachers at SGT University's Faculty of Commerce & Management (86.3% combined 4- and 5-star ratings) perceive the evaluation process as fair, transparent, and outcome-based. While a small percentage (3.7%) gave it a 1-star rating, indicating some dissatisfaction, the data strongly suggests a generally positive perception of the evaluation system within the faculty



The evaluation process is fair, transparent, and outcome based. (Faculty of Commerce & Management)

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

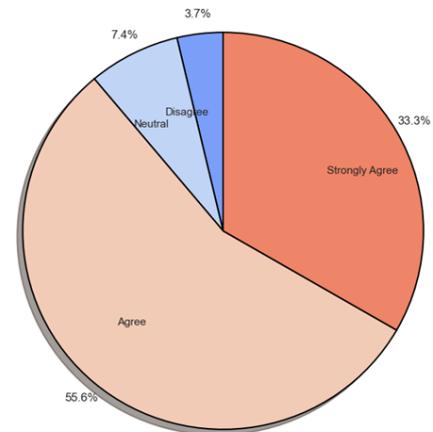
The feedback on remedial classes and academic support for slow learners at SGT University's Faculty of Commerce & Management shows a largely positive perception. While a small percentage of teachers rated the support at 2 or 3 stars (a combined 14.81%), a significant majority provided 4 or 5-star ratings (85.19%), indicating that the available resources are generally well-regarded and considered effective by most faculty members. The high proportion of 4-star ratings suggests a solid level of satisfaction, but there's still room for improvement as indicated by the presence of lower ratings, warranting further investigation into areas needing enhancement.



Remedial classes and academic support are available for slow learners. (Faculty of Commerce & Management)

**4. Advanced learners are encouraged with additional learning opportunities.**

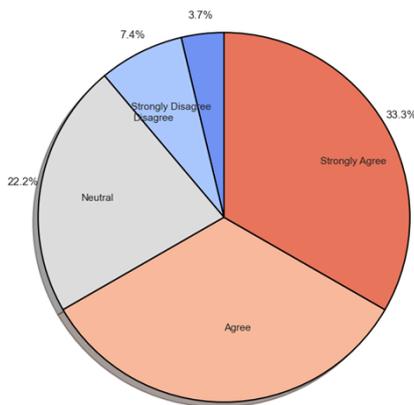
The feedback from teachers at the Faculty of Commerce & Management regarding the encouragement of advanced learners shows overwhelmingly positive sentiment. While a small percentage provided 2- and 3-star ratings (a combined 11.11%), the vast majority (88.89%) rated the provision of additional learning opportunities for advanced learners as 4 or 5 stars, indicating a high level of satisfaction with the current practices. This suggests a strong emphasis on catering to high-achieving students.



Advanced learners are encouraged with additional learning opportunities. (Faculty of Commerce & Management)

**Research, Development & Extension**

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

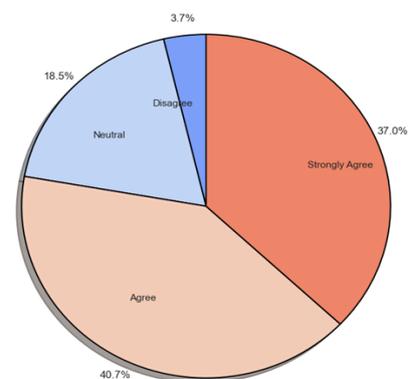


Adequate facilities and support are available for research activities. (Faculty of Commerce & Management)

The feedback from Faculty of Commerce & Management teachers at SGT University regarding research facilities and support shows a generally positive but not overwhelmingly enthusiastic response. While a significant portion (66.66%) rated the availability of facilities and support as 4 or 5 stars, indicating satisfaction, a considerable number (37.03%) provided lower ratings (1, 2, and 3 stars), suggesting areas for improvement exist. The data highlights the need to address the concerns of the teachers who feel that adequate support for research activities is lacking.

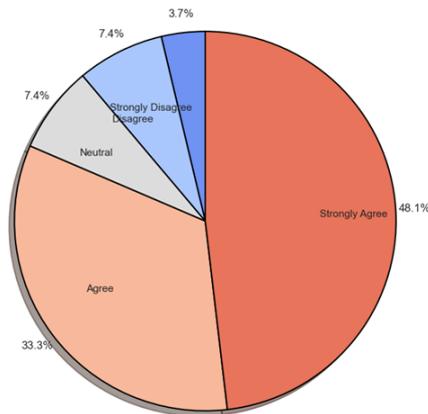
**2. There is encouragement for publishing in reputed journals and conferences.**

The feedback from Faculty of Commerce & Management teachers at SGT University regarding encouragement for publishing in reputed journals and conferences reveals a largely positive perception. While a small percentage gave a 2-star rating, the majority of responses (77.78%) fell within the 4- and 5-star range, indicating significant encouragement is felt by most faculty. The substantial number of 4-star ratings suggests that while considerable support exists, there's room for further improvement to achieve near-universal high satisfaction.



There is encouragement for publishing in reputed journals and conferences. (Faculty of Commerce & Management)

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

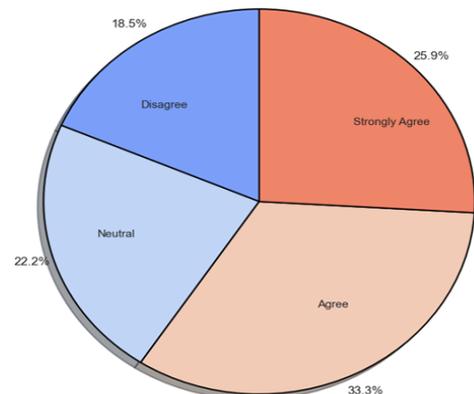


The institution supports participation in FDPs, workshops, and conferences. (Faculty of Commerce & Management)

The feedback from Faculty of Commerce & Management teachers at SGT University regarding institutional support for professional development activities (FDPs, workshops, and conferences) reveals a largely positive perception. While a minority gave lower ratings (a combined 11.11% gave 1 or 2 stars), a significant majority expressed satisfaction, with over 80% awarding 4 or 5 stars. This indicates a strong level of support for teacher participation in professional development opportunities, although there's room for improvement based on the relatively small number of 1 and 2-star ratings.

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

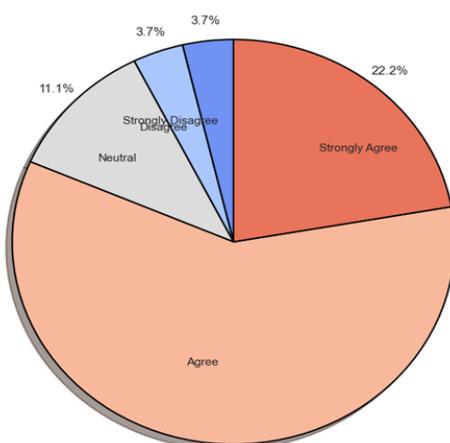
Teacher feedback on industry/institutional collaborations for research and training at SGT University's Faculty of Commerce & Management reveals a generally positive but not overwhelmingly enthusiastic assessment. While a significant portion (33.33%) rated the collaborations as 4 stars, indicating adequacy, a considerable number also gave lower ratings (18.52% at 2 stars and 22.22% at 3 stars), suggesting room for improvement. The 25.93% giving a top 5-star rating shows some strong satisfaction, but the combined lower ratings indicate that efforts to enhance these collaborations would be beneficial.



Collaborations with industries/institutions for research and training are adequate. (Faculty of Commerce & Management)

## Infrastructure and Facilities

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

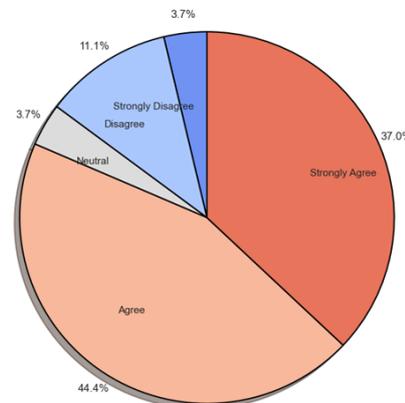


The campus infrastructure (classrooms, labs, library, etc.) is well-maintained. (Faculty of Commerce & Management)

The feedback on campus infrastructure maintenance at the Faculty of Commerce & Management, SGT University, reveals predominantly positive sentiment. While a small percentage of respondents rated the maintenance as one or two stars (each at 3.7%), the vast majority (81.47%) gave it four or five stars, indicating a high level of satisfaction with the condition of classrooms, labs, and the library. The relatively even distribution between four and five-star ratings suggests room for minor improvements, even amidst generally positive perceptions of infrastructure upkeep.

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

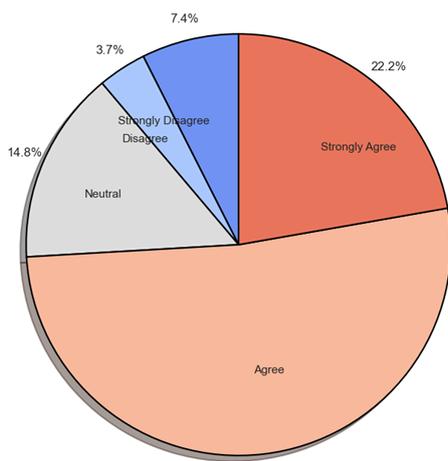
The feedback on ICT infrastructure at the Faculty of Commerce & Management, SGT University reveals a generally positive perception, with a significant majority (44.44% and 37.04% respectively) rating the infrastructure as either 4 or 5 stars. While a smaller percentage rated it as 2 stars (11.11%), indicating some areas for improvement, the overall impression suggests that the majority of teachers find the projectors, internet, and smart classrooms to be adequately equipped. The relatively low numbers of 1 and 3-star ratings further reinforce this largely positive assessment.



ICT infrastructure (projectors, internet, smart classrooms) is adequate. (Faculty of Commerce & Management)

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

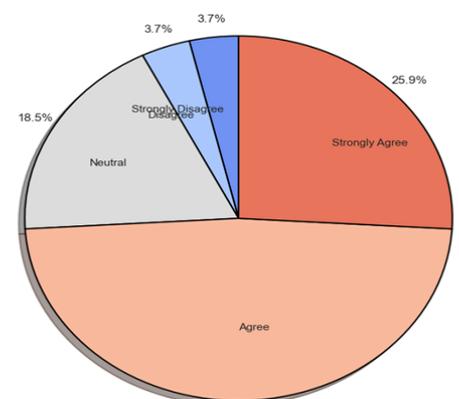
The feedback on laboratory facilities and equipment at the Faculty of Commerce & Management, SGT University, reveals a generally positive perception, with a significant majority (51.85%) rating them as 4 stars out of 5. While a considerable portion (22.22%) gave the highest rating of 5 stars, a smaller but still noticeable proportion expressed some dissatisfaction, with 7.41% giving a 1-star rating and a further 3.7% giving a 2-star rating. The 14.81% of 3-star ratings suggest a segment of teachers who find the facilities acceptable but not outstanding. Overall, the data suggests a need for continued investment and upgrades, although the current state appears largely satisfactory to most faculty.



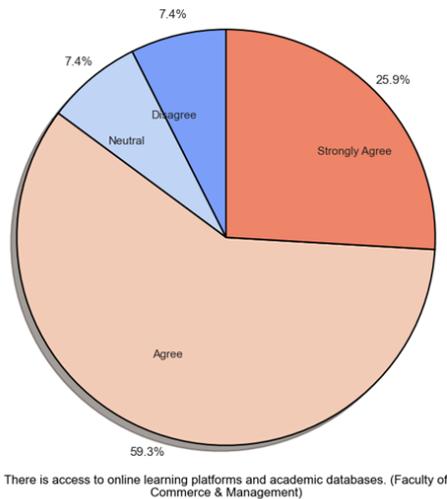
Laboratory facilities and equipment are sufficient and regularly upgraded. (Faculty of Commerce & Management)

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

The feedback from Faculty of Commerce & Management teachers at SGT University regarding library resources shows a largely positive perception. While a small percentage rated the resources as only 1 or 2 stars, the majority (74.08%) rated the library resources as either 4 or 5 stars, indicating a high level of satisfaction with the adequacy of books, journals, and e-resources. The relatively high 3-star rating suggests some room for improvement, possibly indicating that while many find the resources sufficient, a portion of the faculty might desire a more extensive or specialized collection.



The library provides adequate resources (books, journals, e-resources). (Faculty of Commerce & Management)



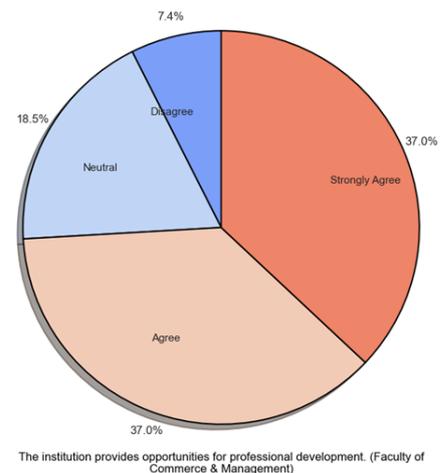
**5. There is access to online learning platforms and academic databases.**

The majority of teachers at the Faculty of Commerce & Management, SGT University, rated access to online learning platforms and academic databases as either four or five stars (85.19% combined), indicating a generally positive perception of resource availability. While a smaller percentage provided three-star ratings (7.41%), suggesting some areas for potential improvement, the relatively low number of two-star ratings (7.41%) suggests that significant concerns about access are not widespread. Overall, the feedback reveals a largely favourable view of the institution's provision of online learning resources.

**Institutional Governance & Support**

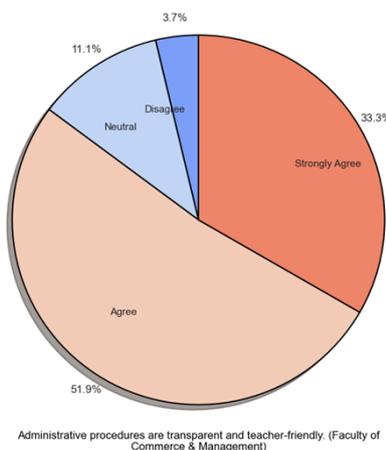
**1. The institution provides opportunities for professional development.**

The feedback from Faculty of Commerce & Management teachers at SGT University regarding professional development opportunities reveals a largely positive outlook. While a minority provided 2-star and 3-star ratings (representing 25.93% of responses combined), the majority rated the opportunities highly, with 4-star and 5-star ratings accounting for an equal and substantial 37.08% of responses. This indicates a significant level of satisfaction among teachers regarding the institution's support for their professional growth, though there's room for improvement based on the less positive feedback.



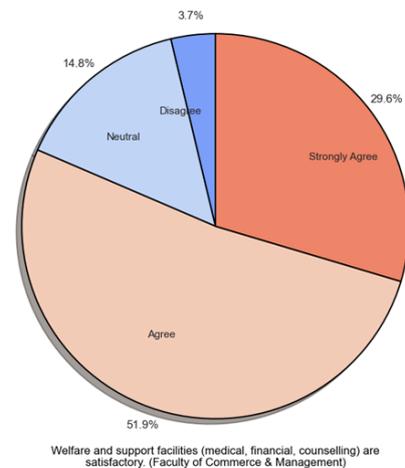
**2. Administrative procedures are transparent and teacher friendly.**

The feedback on the transparency and teacher-friendliness of administrative procedures at the Faculty of Commerce & Management, SGT University, reveals a generally positive perception. While a small percentage of teachers rated the procedures as only 2 or 3 stars, indicating some areas for improvement, a significant majority (85.18%) rated them as 4 or 5 stars, demonstrating a high level of satisfaction with the current system. This suggests that the administrative procedures are largely effective and user-friendly for most faculty members, although further investigation into the issues raised by those who gave lower ratings could identify areas for targeted enhancements.



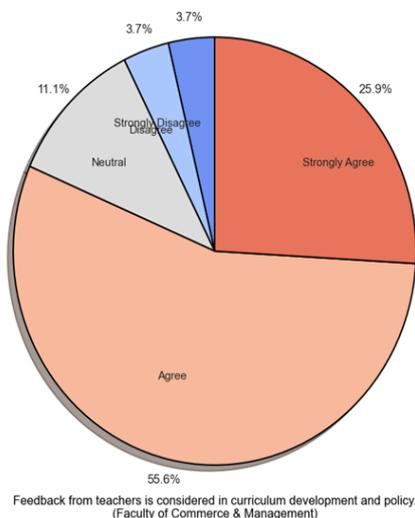
### 3. Welfare and support facilities (medical, financial, counselling) are satisfactory

The majority of teachers at the Faculty of Commerce & Management, SGT University, rate the welfare and support facilities as satisfactory, with a significant portion (51.85%) giving a 4-star rating. While a considerable number also provided 3-star (14.81%) and 5-star (29.63%) ratings, indicating a range of opinions, the relatively low percentage of 2-star ratings (3.7%) suggests that overall, the available medical, financial, and counselling support is viewed positively by the faculty.



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

The feedback from teachers at the Faculty of Commerce & Management regarding the consideration of their input in curriculum development and policy reveals a largely positive perception. While a small percentage provided ratings of 1-3 stars, indicating some dissatisfaction or neutrality, the majority (55.56%) gave a 4-star rating, suggesting a generally favorable view. A significant portion (25.93%) even awarded the highest 5-star rating, demonstrating strong approval. Overall, the data points towards a predominantly positive assessment of the university's responsiveness to teacher feedback, although room for improvement remains, indicated by the smaller percentages of lower ratings.



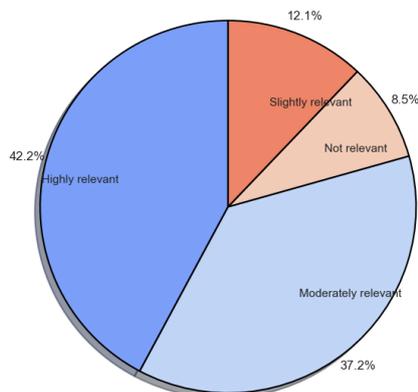
## Faculty of Commerce & Management Feedback Analysis

2024-2025

### Alumni Feedback

#### Feedback on Curriculum

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

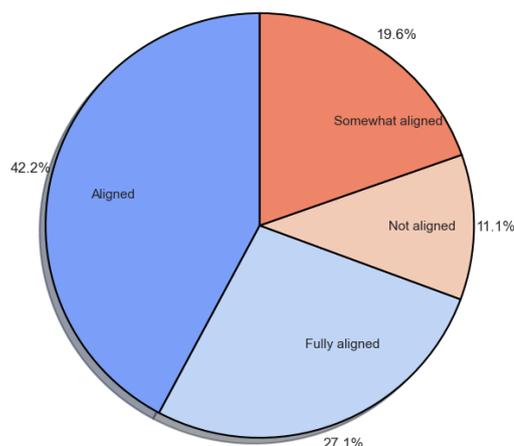


How relevant was the curriculum to your current job or career? (Alumni)

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?

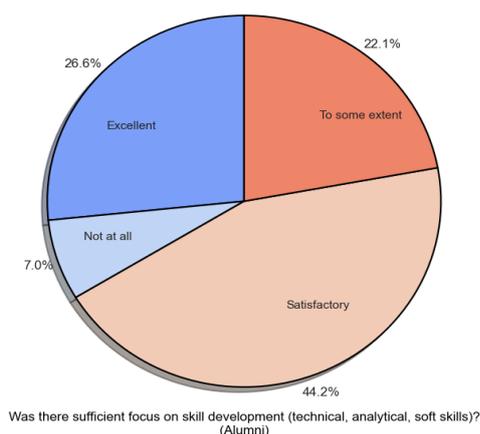
SGT University alumni feedback shows that a significant majority (almost 70%) felt the curriculum was either aligned or fully aligned with current industry standards. While a smaller portion (around 20%) felt it was only somewhat aligned, a relatively small percentage (about 11%) felt the curriculum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



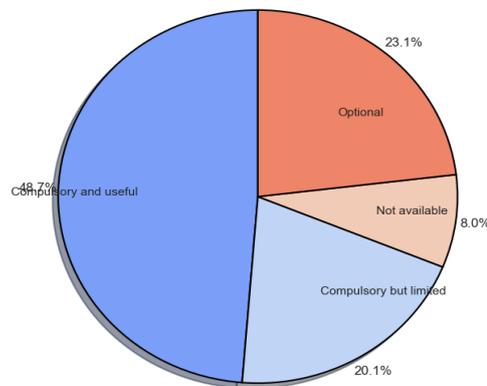
Was there sufficient focus on skill development (technical, analytical, soft skills)? (Alumni)

Faculty of Commerce & Management Feedback Analysis

2024-2025

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

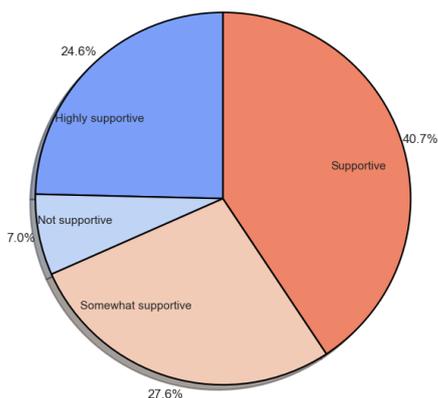
SGT University alumni feedback shows that almost half (48.74%) found internship/apprenticeship opportunities to be both compulsory and beneficial to their studies. A significant portion (20.1%) felt these opportunities were compulsory but limited in scope, while a smaller number (23.12%) reported them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

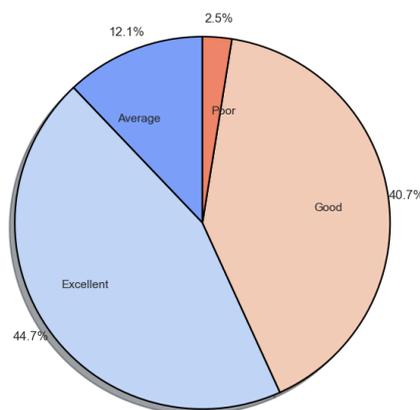


Did the program support your preparation for higher studies or competitive exams? (Alumni)

**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.

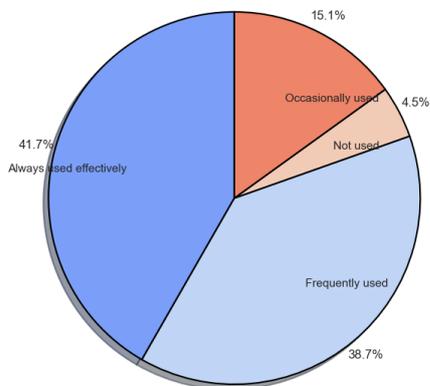


How would you rate the quality of teaching resources (faculty, books, materials)? (Alumni)

## Faculty of Commerce & Management Feedback Analysis

2024-2025

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

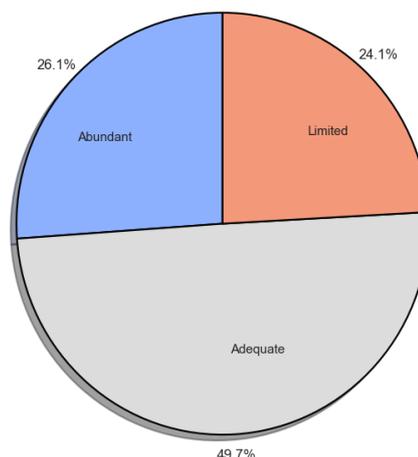


Use of modern teaching aids and learning platforms (PPTs, LMS, etc.): (Alumni)

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.

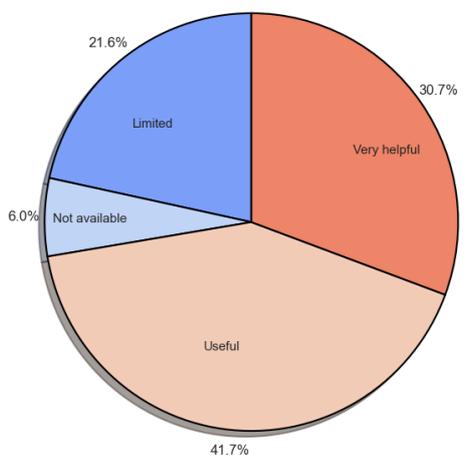
### 3. Opportunities to participate in research, innovation, or entrepreneurship:

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.

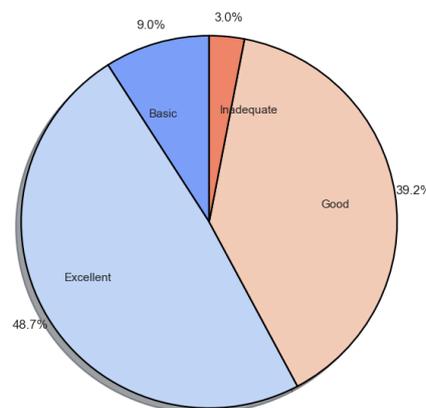
## Faculty of Commerce & Management Feedback Analysis

2024-2025

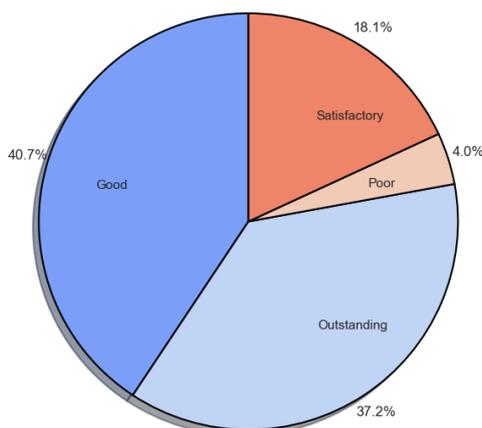
### Campus Facilities & Infrastructure

#### 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)



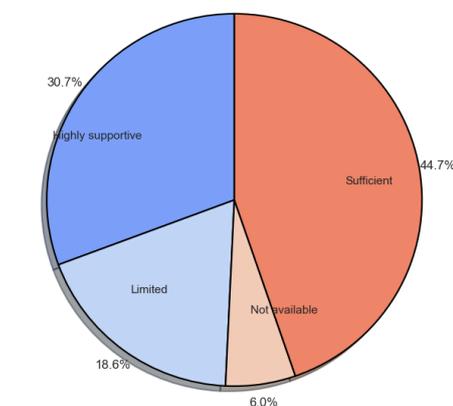
Facilities provided (Library, Labs, Internet, Hostel, Sports): (Alumni)

#### 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:

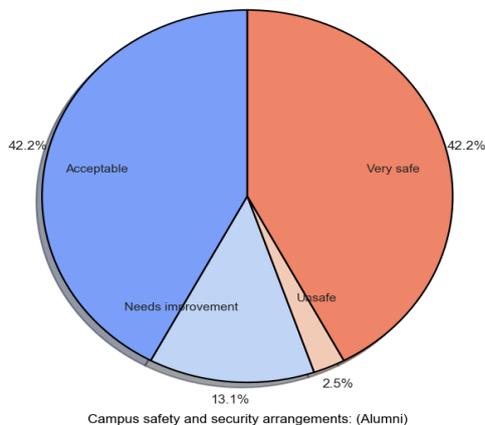
SGT University alumni feedback shows that a significant majority (44.72%) found the availability of digital and physical resources for self-learning and projects to be sufficient. A considerable portion (30.65%) rated the resources as highly supportive, indicating positive experiences. However, a notable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

2024-2025



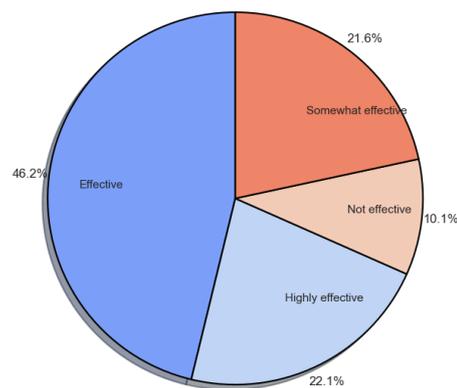
4. Campus safety and security arrangements:

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.

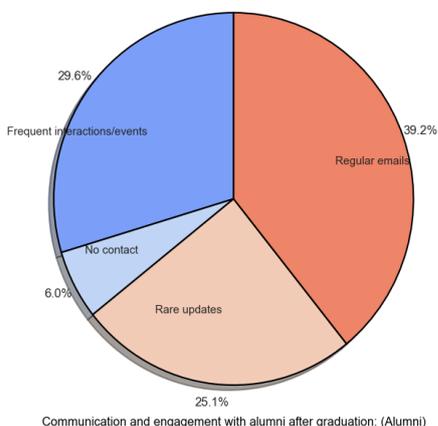
Institutional Services & Outreach

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:

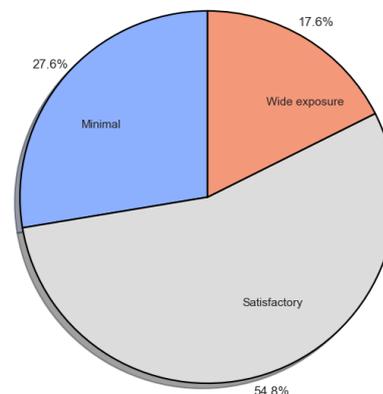
Over half (52.2%) at SGT COP, SGT University rate experiential learning as 5 stars, with 25.5% at 4 stars. Dissent is minimal (2.5–3.1%), reflecting strong hands-on components.

## Faculty of Commerce & Management Feedback Analysis

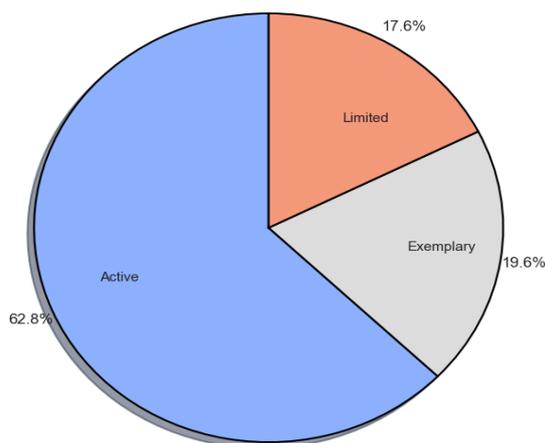
2024-2025

### 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)

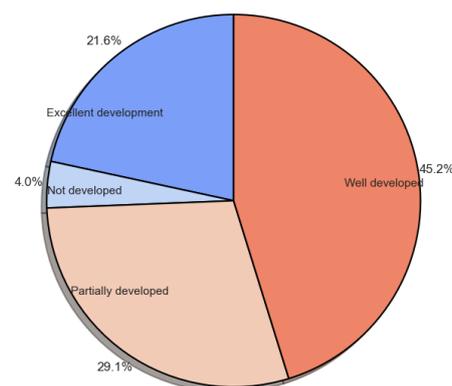
### 4. Contribution of university towards social responsibility & sustainability:

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.

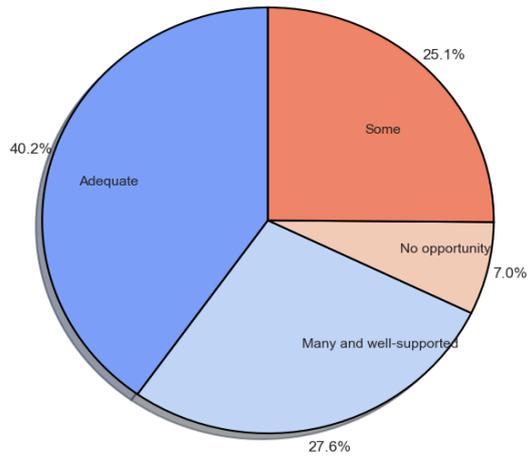


Development of personality, leadership, and communication skills: (Alumni)

Faculty of Commerce & Management Feedback Analysis

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

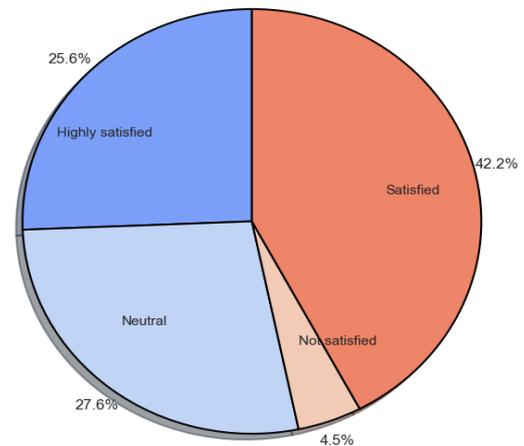


Opportunities to lead student activities/startups/projects during course: (Alumni)

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)

Faculty of Commerce & Management Feedback Analysis

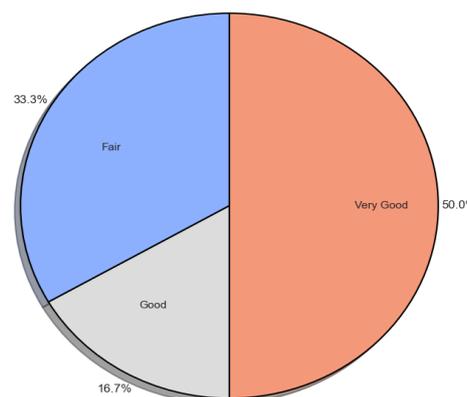
2024-2025

**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?**

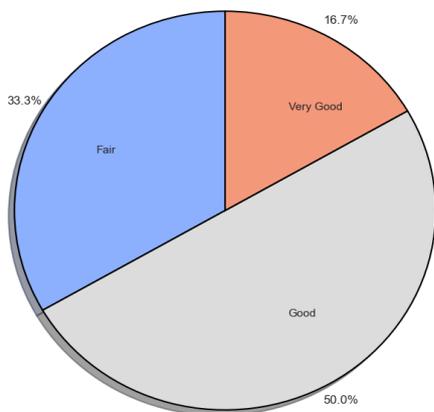
Employer feedback on SGT University graduates' subject knowledge and skills shows a mixed bag. While half of the employers rated graduates at 4 out of 5 stars, indicating a good level of proficiency, a significant portion (one-third) gave only a 2-star rating, suggesting some concerns about the graduates'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



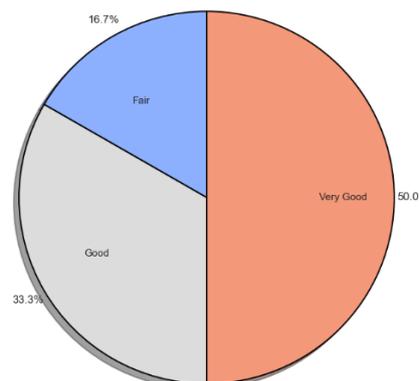
Are SGT graduates effective in team collaboration and clear in both verbal and written communication? (Employer)

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.



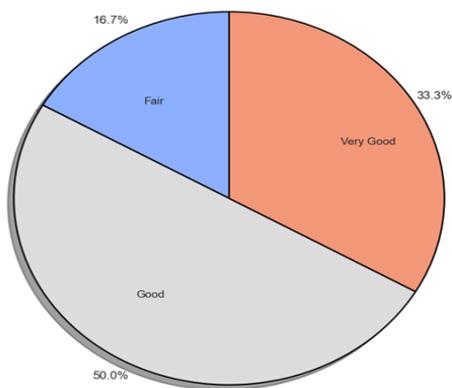
Do SGT graduates consistently demonstrate professionalism and uphold ethical standards in their roles? (Employer)

Faculty of Commerce & Management 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?**



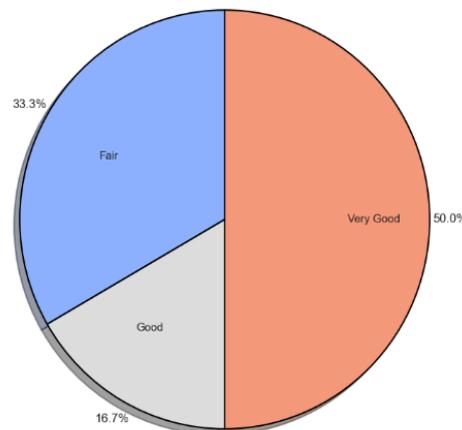
How would you assess the adaptability, initiative, and leadership potential of SGT graduates within your organization? (Employer)

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)

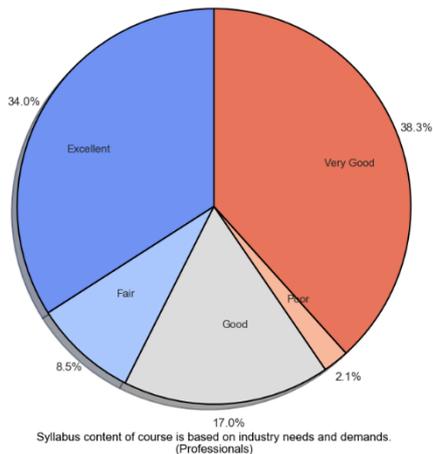
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**Professionals Feedback**

**Feedback on Curriculum**

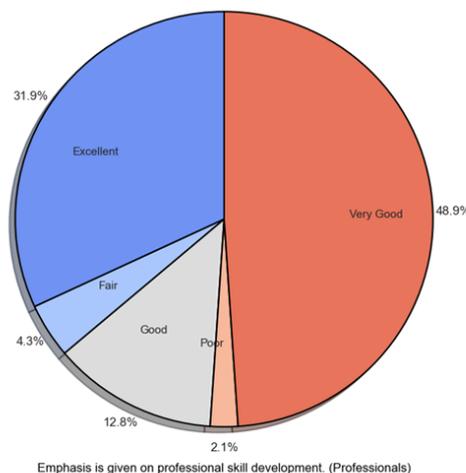
**1. Syllabus content of course is based on industry needs and demands.**



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.

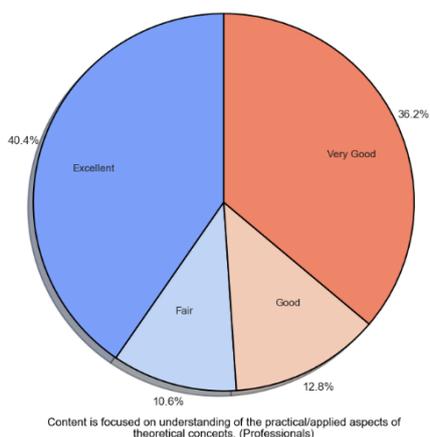
**2. Emphasis is given on professional skill development.**

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

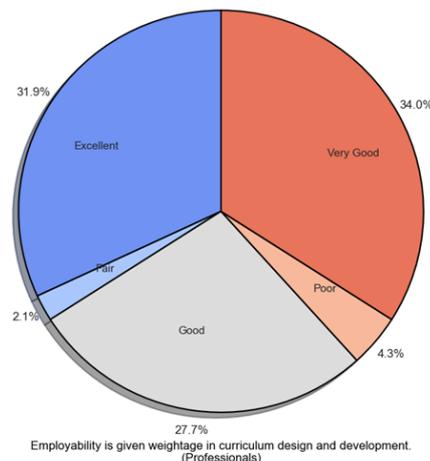


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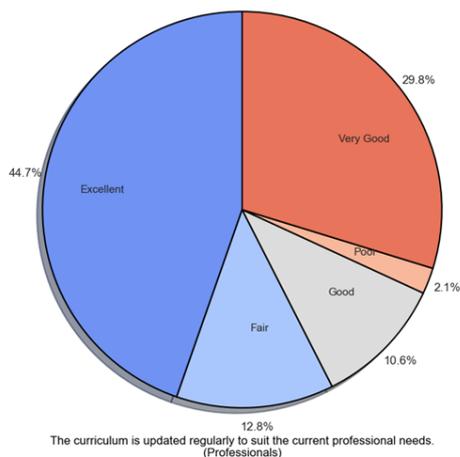
### 4. Employability is given weightage in curriculum design and development.?

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.



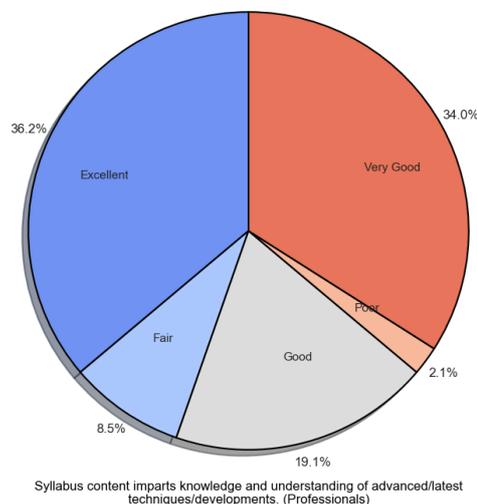
### 5. The curriculum is updated regularly to suit the current professional needs.

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.

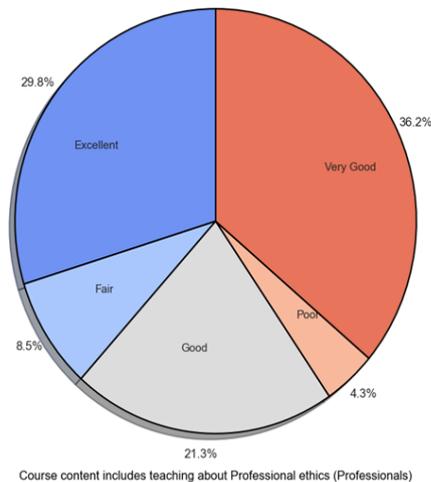
The feedback from Professionals at SGT University shows that a significant majority (over 70%) rated the syllabus content as either excellent (5 stars) or good (4 stars) in terms of imparting knowledge of advanced and latest techniques. While a smaller portion (around 27%) gave it a neutral (3 stars)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

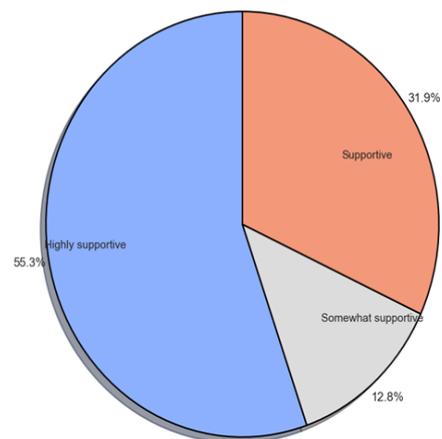


Course content includes teaching about Professional ethics (Professionals)

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.

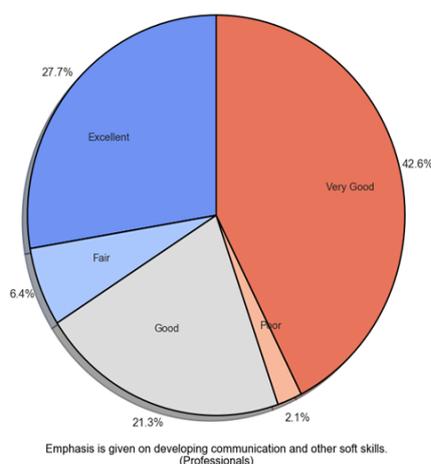
### 8. Training strategies develops a constant learning attitude among the students.

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)

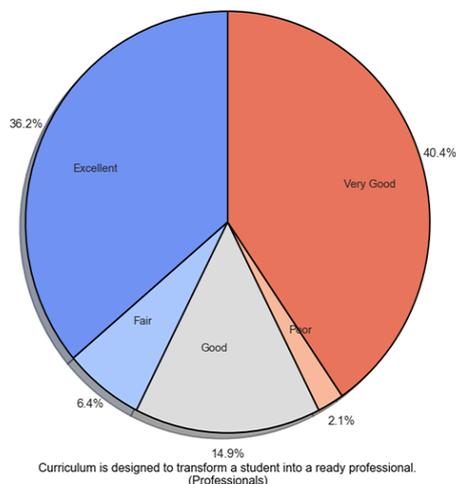
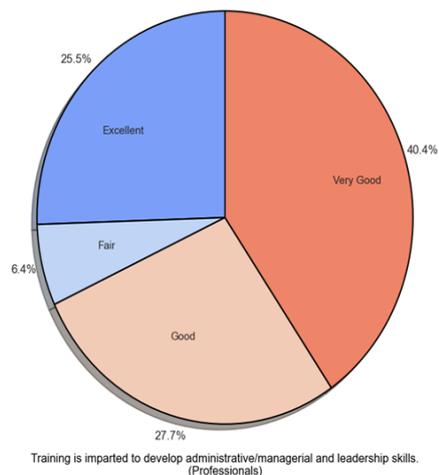
Professionals at SGT University generally feel that the emphasis on developing communication and other soft skills is good, with the majority (42.55%) giving it a 4-star rating. While a significant portion (27.66%) rated it highly with 5 stars, a smaller but noticeable number (21.28%) gave it a neutral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

## Faculty of Commerce & Management 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.



## Faculty of Commerce & Management (FCAM) Feedback Analysis

2024-2025

### ATR Summary Report (Faculty of Commerce & Management)

S. No.	Context	Student Feedback	IQAC Recommendation	Action Taken
1.	<b>Curriculum Enhancement</b>	Students strongly request more practical, industry-focused learning—especially in Analytics. They want advanced tools added to the curriculum, such as Power BI, Tableau, and AI modules, along with deeper, more detailed classroom teaching.	The IQAC suggested an immediate curriculum revision incorporating industry tools like Power BI and Tableau, dedicated AI modules, and enhanced project-based learning. The Analytics specialization must include deeper content delivery and hands-on skill development.	The suggested content like Power BI and Tableau, dedicated AI modules, and project-based learning was introduced in relevant courses, Analytics specialization has been attached with industry professionals in delivery.
2	<b>Events</b>	Students requested more co-curricular activities, including “more events, workshops, and seminars” to support exposure, learning, and confidence building.	IQAC propose Student Activities Committee to scale up the number and diversity of workshops, seminars, and industry-linked events to enrich practical learning and student engagement.	Via six different academic clubs, each domain of management has organised industry lectures, seminar and live project
3.	<b>Faculty Absenteeism / Shortage</b>	Students expressed concern that specialized subjects such as Analytics are being taught by non-expert faculty, which affects learning quality.	IQAC recommends administration to prioritize the appointment or assignment of faculty who possess verified expertise in Analytics, ensuring high-quality subject delivery and better learning outcomes.	Realytics club has been formed, workshop has been planned under the club.
4	<b>General Feedback</b>	Most students shared positive or neutral remarks like “All good,” “Recommends Curriculum,” or “Nothing.” No negative observations requiring corrective	In alignment with the feedback, IQAC recommends maintaining current practices while continuing periodic quality reviews. Positive feedback has been acknowledged.	----

		action were identified.		
5.	<b>Infrastructure</b>	Students requested improvements in the classroom environment and enhancements to the computer lab systems.	IQAC recommends review all classroom and computer lab facilities and to prioritize upgrades aligned with modern teaching and industry requirements.	All classes are ICT enabled and the school has two computer lab with 69 computers.
6.	<b>Resource Availability</b>	Students request better study materials and ask that faculty provide comprehensive notes to help with exam preparation.	The IQAC recommends standardized preparation and distribution of structured notes and study materials by all faculty. These resources must be shared through ERP/LMS to ensure accessibility.	Noted and this will be executed from the coming semester.
7.	<b>Teaching Quality</b>	Students identified concerns about teaching depth and expertise-stating some subjects are not taught in sufficient detail, and some faculty teaching “don’t know about it.” They request Analytics subjects be taught only by relevant experts.	IQAC recommends targeted Faculty Development Programs (FDPs), competency mapping, and subject-expert teaching assignments. Faculty must adopt detailed, comprehensive teaching practices to ensure conceptual clarity and strong skill development.	Analytics courses are taught by the industry experts only. Also workshops and SDP were organised by FCAM.



# SGT UNIVERSITY

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