



# 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 Dental Science



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

## **FEEDBACK 2024-2025**

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



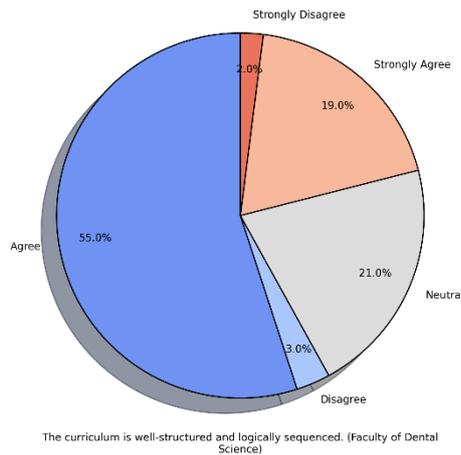
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## Student's Feedback

### Curriculum Design and Content

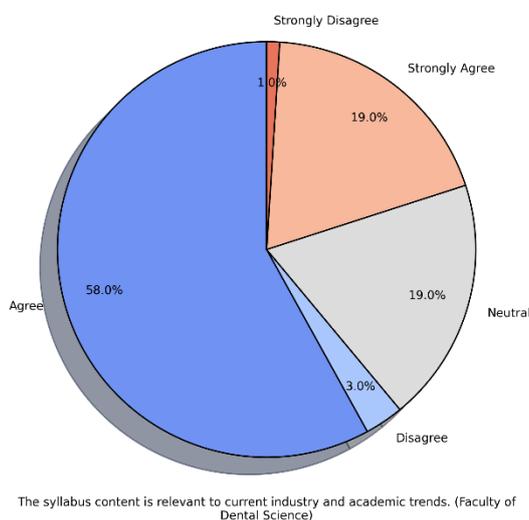
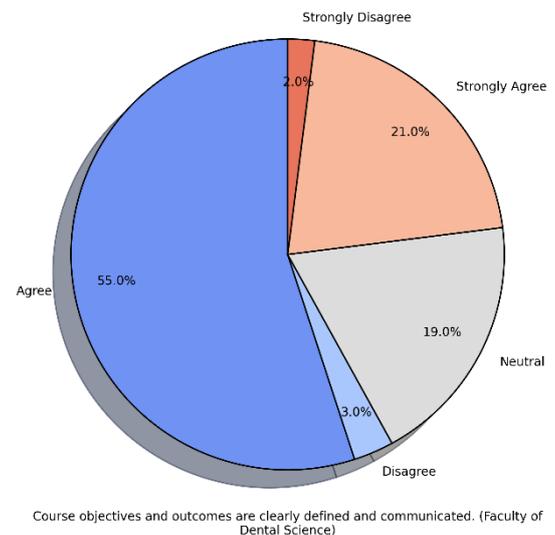
#### 1. The curriculum is well-structured and logically sequenced.



Most students at SGT University's Faculty of Dental Science find the curriculum well-structured and logically sequenced. While a small number gave it low ratings (1 or 2 stars), a significant majority rated it positively (3, 4, or 5 stars), with the highest number of students giving it a 4-star rating. This suggests overall satisfaction with the curriculum's organization, although there's room for improvement based on feedback from a few students who felt it could be better structured.

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

Most students at SGT University's Faculty of Dental Science feel that course objectives and outcomes are clearly defined and communicated. While a small number gave lower ratings (1 or 2 stars), a significant majority rated them 3 stars or higher, with a large portion giving 4 or 5 stars. This indicates a generally positive perception of the clarity of course objectives and outcomes, though there's room for improvement based on the feedback from the students who provided lower ratings.



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

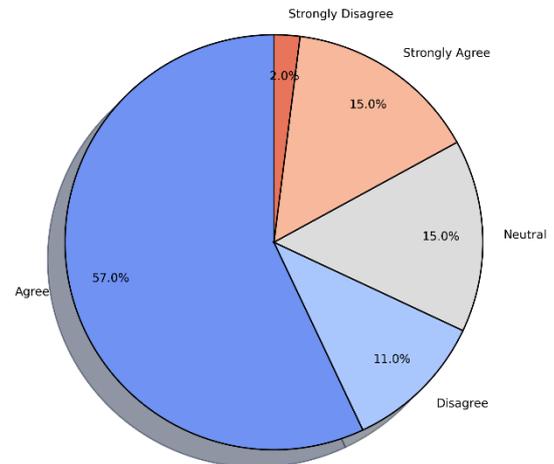
Most students (58 out of the total respondents) rated the syllabus content as highly relevant (4 stars) to current industry and academic trends at the Faculty of Dental Science, SGT University. A significant number also gave it a 3-star rating (19 students), indicating general satisfaction. While some students gave lower ratings (1 and 2 stars), the overall feedback suggests a strong positive perception of syllabus relevance to current trends.

Faculty of Dental Sciences Feedback Analysis

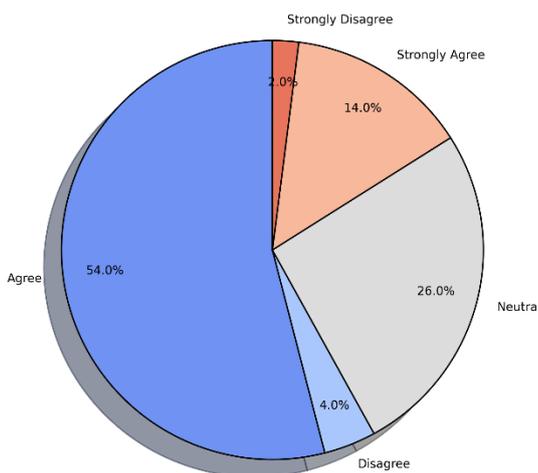
2024-2025

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

Most students at SGT University's Faculty of Dental Science felt the curriculum effectively promoted critical thinking and problem-solving skills, with a significant number giving it a 4-star rating. While a few students gave lower ratings (1-3 stars), the overall feedback suggests the curriculum is largely successful in developing these important abilities. The relatively equal number of 3 and 5-star ratings suggests a potential for further improvement to satisfy the minority who weren't completely satisfied.



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



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

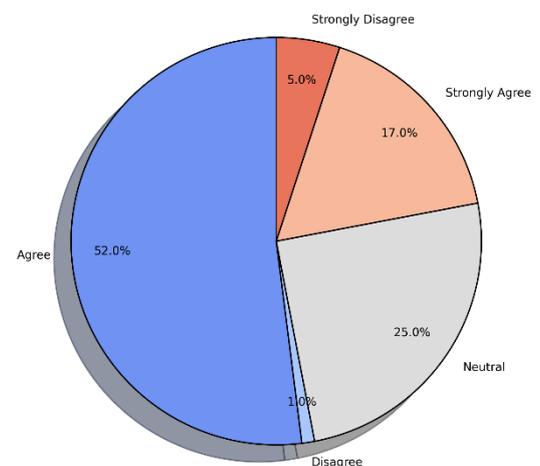
**5. Curriculum is updated periodically to meet global and national standards.**

Most students (54 out of 100) rated the curriculum's alignment with national and global standards as 4 out of 5 stars, indicating a generally positive perception. While a significant number found it satisfactory (26 gave it 3 stars), a smaller portion felt it could be improved (6 students gave it 1 or 2 stars), suggesting room for enhancement in keeping the curriculum fully current. The high number of 4-star ratings shows that the university is doing a good job, but there's still potential to elevate the curriculum's international and national relevance.

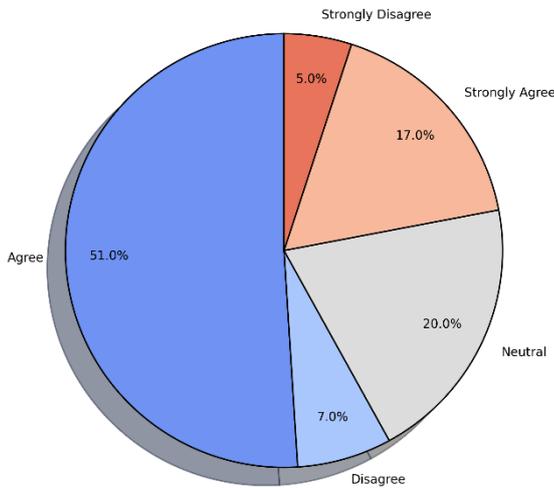
**Skill Development and Employability**

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

Most students at SGT University's Faculty of Dental Science feel the courses adequately prepare them for jobs and starting their own businesses, with a significant portion rating the courses as 4 out of 5 stars. While a smaller number gave it a 5-star rating, very few students rated it poorly, indicating that overall, the courses are considered effective in developing employability and entrepreneurial skills.



Courses help in building employability and entrepreneurial skills. (Faculty of Dental Science)



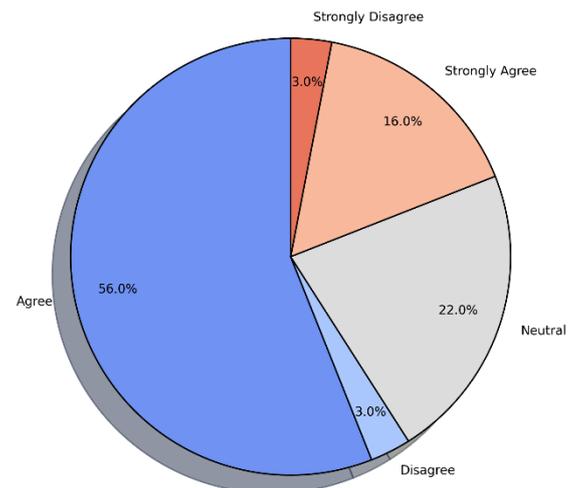
Adequate industry exposure (internships, visits, projects) is part of the curriculum. (Faculty of Dental Science)

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

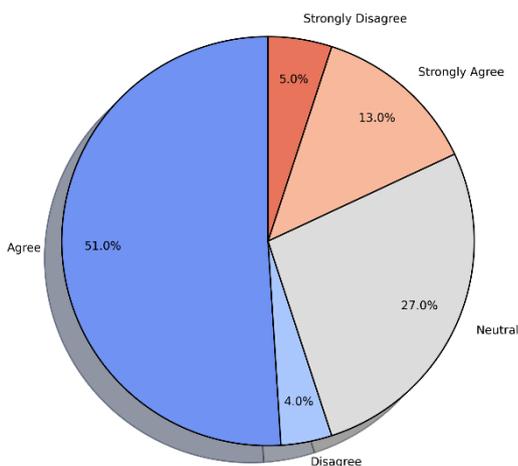
Most students (51 out of 100) rated the amount of industry exposure in the curriculum as 4 out of 5 stars, indicating a generally positive view. While a significant number found it satisfactory, a considerable portion (20 out of 100) gave it a 3-star rating, suggesting room for improvement. Fewer students gave it lower ratings (12 total for 1 and 2 stars), implying that the majority are at least somewhat satisfied, but further enhancing industry connections could significantly boost student satisfaction.

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

Most students (56 out of 90) rated the alignment of skill-based courses with job market needs as 4 out of 5 stars, indicating a high level of satisfaction. While a smaller number gave it 3 stars, and even fewer gave it 1 or 2 stars, this suggests that the program is generally successful in equipping students with relevant skills, though there's room for minor improvements based on the feedback from the students who rated it lower.



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



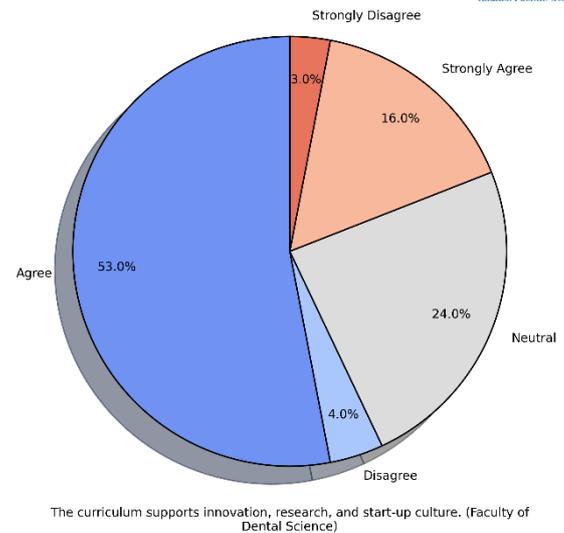
The curriculum integrates ICT (Information and Communication Technology) tools. (Faculty of Dental Science)

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

Most students at SGT University's Faculty of Dental Science feel the curriculum's integration of ICT tools is satisfactory to good. While a significant portion (51) gave it a 4-star rating, indicating a positive experience, a substantial number (27) rated it 3 stars suggesting room for improvement. Fewer students gave either very positive (13) or very negative (5+4=9) ratings, indicating a consensus around the current level of ICT integration in the curriculum.

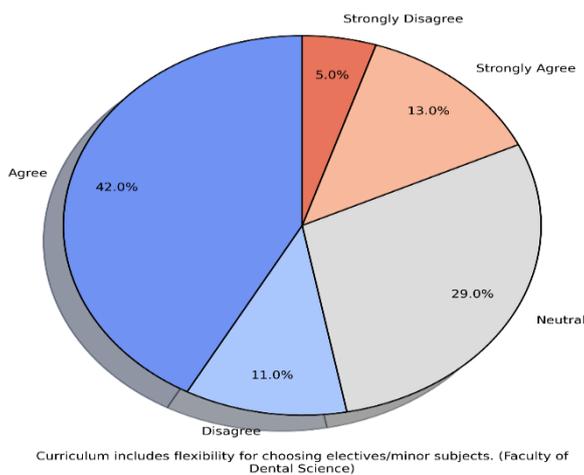
### 5. The curriculum supports innovation, research, and start-up culture.

Most students (53 out of 90 surveyed) rated the curriculum's support for innovation, research, and startups as 4 out of 5 stars, indicating a generally positive perception. While a significant number found it satisfactory (24 gave it 3 stars), fewer students gave it top marks (16 gave it 5 stars) or felt it was weak (7 gave it 1 or 2 stars). This suggests that while the curriculum is reasonably well-regarded in these areas, there's room for improvement to foster a stronger culture of innovation and entrepreneurship amongst students.



## NEP 2020 Integration & Multidisciplinary Approach

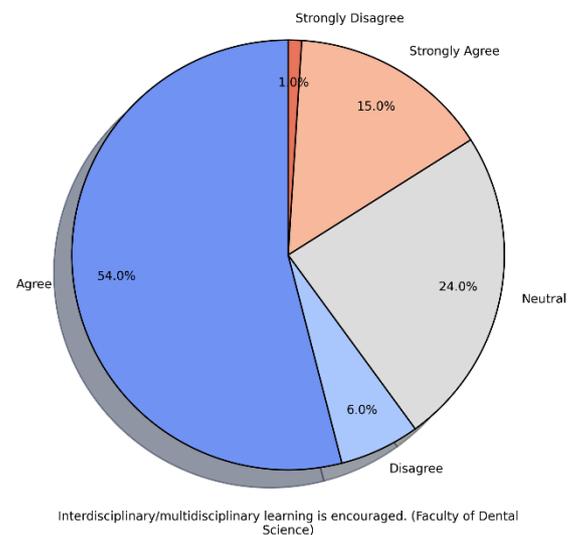
### 1. Curriculum includes flexibility for choosing electives/minor subjects

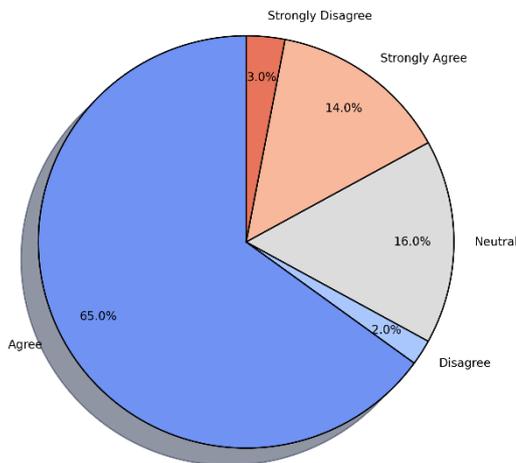


Most students (42 out of 100) rated the curriculum's flexibility in choosing electives or minor subjects as good (4 stars), reflecting an overall positive perception. A notable number (29 out of 100) provided a neutral rating (3 stars), which indicates that while many students are satisfied, there may be opportunities to make the system even more supportive. A smaller group (11 out of 100) felt the flexibility was only fair (2 stars), and a few (5 out of 100) expressed some dissatisfaction (1 star). These insights gently highlight the value of reviewing and enhancing the elective and minor subject selection process to better address the diverse needs of all students.

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

Most students at SGT University's Faculty of Dental Sciences (54 out of 100) rated interdisciplinary and multidisciplinary learning with 4 out of 5 stars, reflecting a strong and positive perception. A notable number of students (24) provided a 3-star rating, indicating that while their experience was satisfactory, there may be opportunities to make it even more enriching. Only a few students assigned lower ratings (1 or 2 stars combined), while a meaningful group (15) awarded the highest rating. Overall, the feedback suggests that interdisciplinary learning is well-valued, and there is promising potential to further enhance it based on the thoughtful 3-star responses





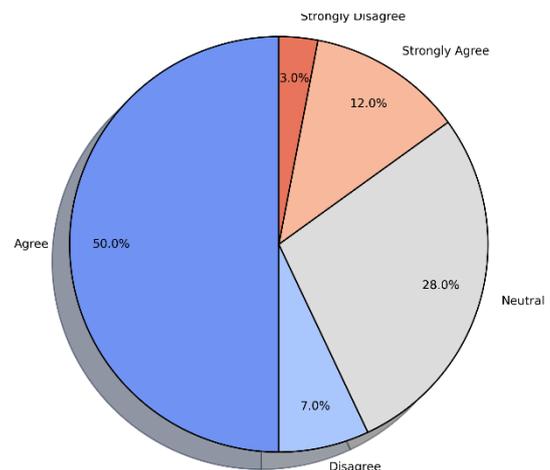
Skill and value-based education (ethics, environmental studies, etc.) is part of the syllabus. (Faculty of Dental Science)

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

Most students (65 out of the total respondents) rated the inclusion of skill- and value-based education—such as ethics and environmental studies—at 4 out of 5 stars, reflecting a strong level of satisfaction. A considerable number (16 students) also awarded 3 stars, indicating overall approval and appreciation. Only a few students gave lower ratings (3 students with 1 star and 2 students with 2 stars). Overall, the feedback shows that the integration of these meaningful components into the curriculum is positively received and regarded as valuable by the majority of students at the Faculty of Dental Sciences.

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

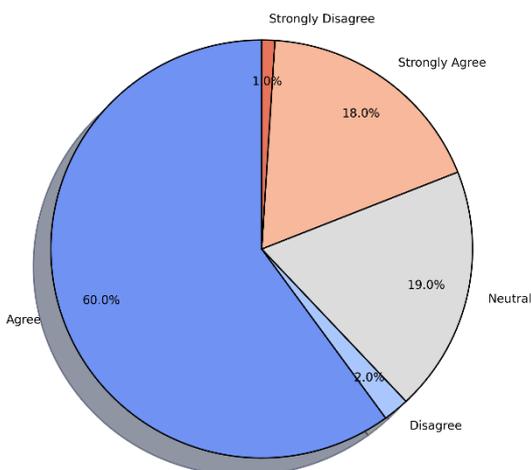
Most students (50 out of 100) rated the integration of local, national, and global issues into the curriculum as good (4 stars), reflecting a positive overall perception. A notable number of students (28) provided a 3-star rating, suggesting that while they find it satisfactory, there may be opportunities to strengthen this aspect further. Only a small group gave lower ratings (7 students with 2 stars and 3 students with 1 star), indicating that the majority feel the curriculum addresses these issues well. The smaller proportion of 5-star ratings (12 students) highlights the potential to make the integration of these important issues even more meaningful and impactful for students.



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

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

Most students (60 out of 98) rated the curriculum's experiential learning opportunities with 4 out of 5 stars, reflecting a strong and positive appreciation for the hands-on learning provided. Additionally, a considerable number of students (19) awarded 3 stars, indicating that they found the opportunities satisfactory and beneficial. Only a small group gave either very low (1 star) or very high (5 stars) ratings, suggesting that while many students are pleased with the current approach, there are meaningful opportunities to further enhance and enrich these experiences for all learners.

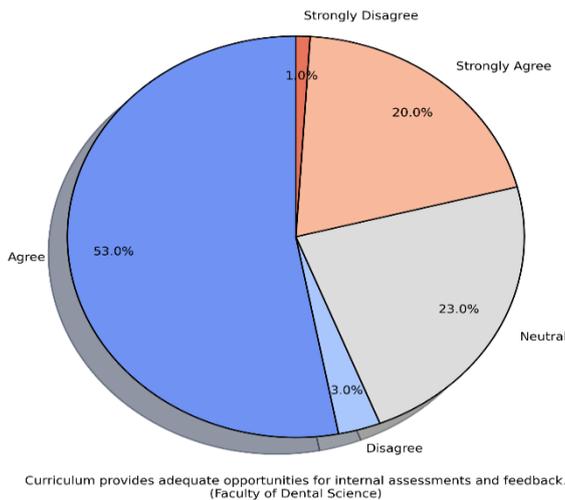
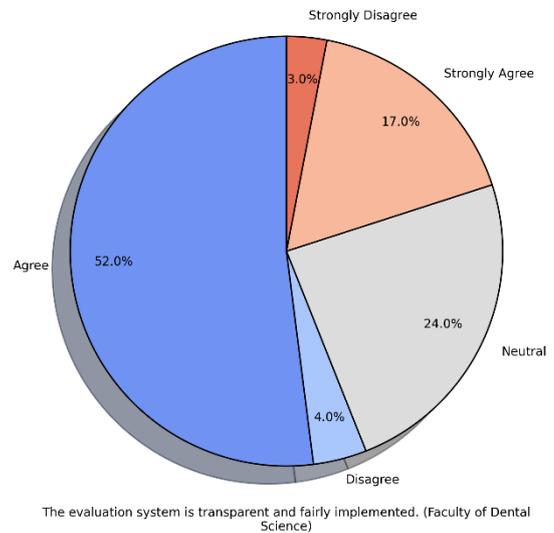


Curriculum offers opportunities for experiential learning (field work, practical's, etc.). (Faculty of Dental Science)

**Assessment and Academic Support**

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

Most students at SGT University’s Faculty of Dental Sciences view the evaluation system as transparent and well-implemented. While a small number provided 1- or 2-star ratings, the majority—many of whom rated it 4 stars—expressed that they find the system largely satisfactory, reflecting a positive perception of its fairness and clarity. A smaller group awarded a full 5-star rating, and a moderate number rated it 3 stars, suggesting thoughtful opportunities to further strengthen the system based on student feedback. Overall, the responses indicate a high level of satisfaction among students.

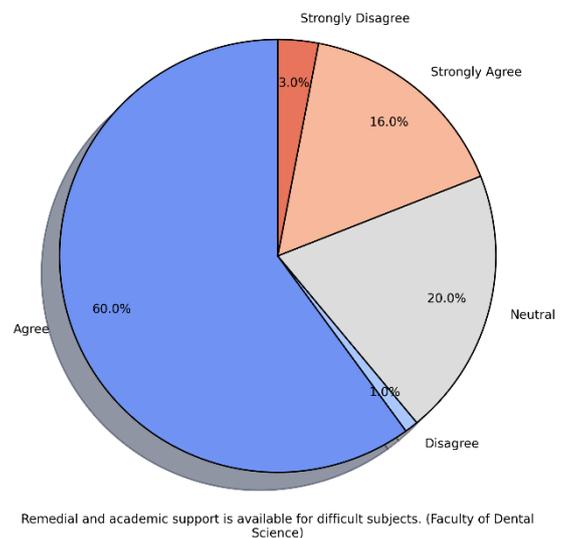


**2. Curriculum provides adequate opportunities for internal assessments and feedback.**

Most students at SGT University’s Faculty of Dental Sciences feel that the curriculum offers adequate opportunities for internal assessments and feedback, with a significant majority (53 students) rating it 4 out of 5 stars. A considerable number (23 students) also provided a 3-star rating, indicating that they find the system satisfactory and beneficial. Only a few students gave lower ratings (1 or 2 stars). Overall, the feedback shows that the assessment and feedback process is well-received, with meaningful opportunities to further enhance it so that it meets the needs of all students even more effectively.

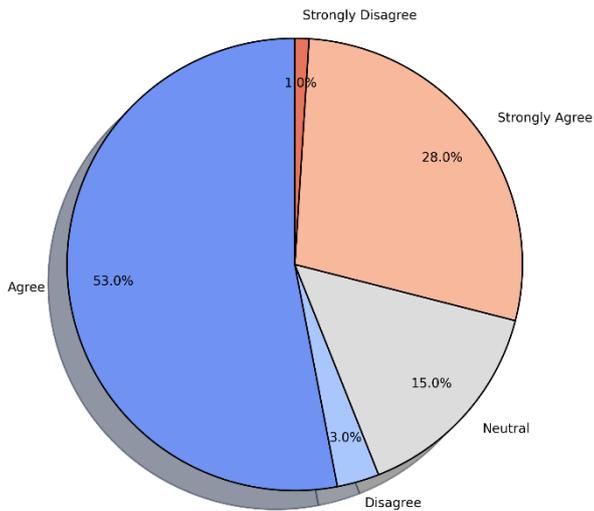
**3. Remedial and academic support is available for difficult subjects.**

Most students (60) at the Faculty of Dental Sciences rated the availability of remedial and academic support for challenging subjects at 4 out of 5 stars, reflecting a strong and positive perception of the support provided. A smaller number (20 students) offered a 3-star rating, indicating that they find the support satisfactory. Only a very small group (4 students) gave lower ratings of 1 or 2 stars. Overall, the feedback suggests that the support systems are largely effective and well-appreciated, with gentle opportunities for further enhancement based on the insights of the few students who shared lower ratings.



Faculty of Dental Sciences Feedback Analysis

2024-2025



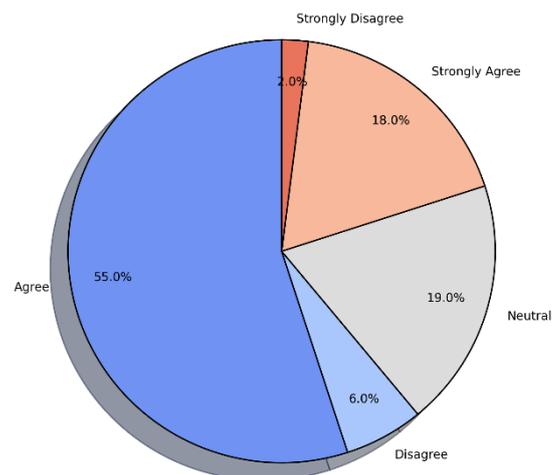
Adequate reference books are available in the library. (Faculty of Dental Science)

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

Most students at SGT University’s Faculty of Dental Sciences expressed satisfaction with the availability of reference books in the library. While a small number gave lower ratings (1–2 stars), a significant majority rated the library’s resources positively with 3 and 4 stars, and a considerable group even awarded the highest rating of 5 stars. Overall, the feedback indicates that the library generally provides sufficient and useful reference materials, with some scope for further enhancement based on student needs.”

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

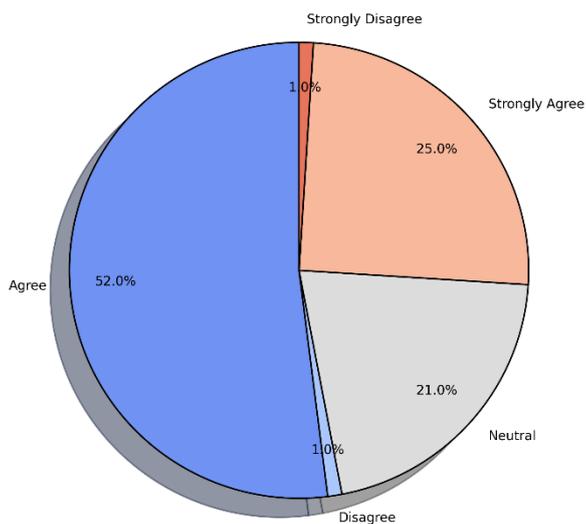
Most students at the Faculty of Dental Sciences, SGT University, feel that sufficient and appropriate reference materials are provided, with a significant number rating this aspect 4 out of 5 stars. While a smaller group offered lower ratings (1–3 stars), indicating a few opportunities for enhancement, the overall feedback reflects a positive perception of the learning resources available



Appropriate reference material (print & online) is provided. (Faculty of Dental Science)

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

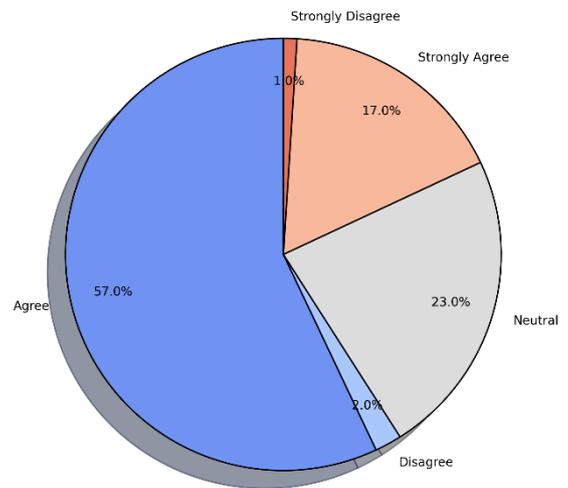
Most students at SGT University’s Faculty of Dental Sciences feel that tests and examinations are conducted on schedule. While a small number gave lower ratings (1 or 2 stars), the majority rated the timeliness of assessments with 3, 4, or 5 stars, reflecting a generally positive experience. The highest number of responses were in the 4-star category, suggesting a strong level of satisfaction with the exam scheduling process.



Tests and examinations are conducted within the scheduled timeframe. (Faculty of Dental Science)

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

Most students at SGT University's Faculty of Dental Sciences find the examination and evaluation pattern satisfactory. A significant portion (57 students) rated it 4 stars, reflecting a generally positive experience. A considerable number (23 students) provided a neutral 3-star rating, indicating that the system is acceptable while also offering opportunities for further enhancement. Fewer students rated it as excellent (17 students with 5 stars) or poor (only 1 and 2 students giving 1 and 2 stars, respectively). Overall, the feedback leans positively, with thoughtful room for improvement based on the neutral responses.

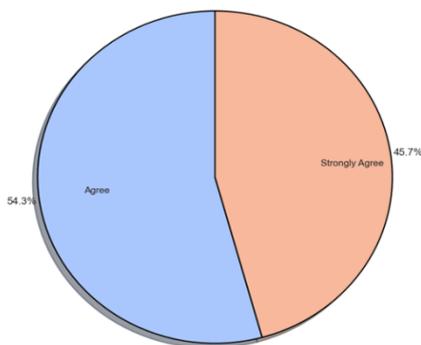


Examination and evaluation pattern of the university is satisfactory. (Faculty of Dental Science)

## Teacher's Feedback

### Curriculum Design & Delivery

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

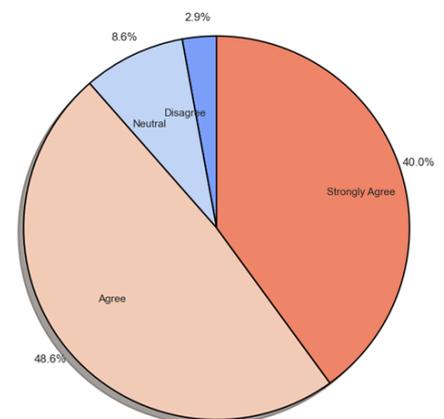


The curriculum is well-structured and aligned with program objectives. (Faculty of Dental Science)

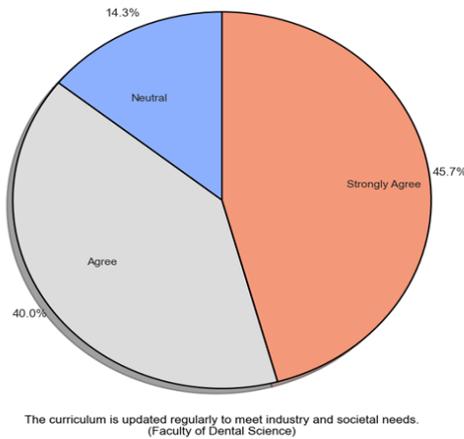
The overwhelming majority of teachers at the Faculty of Dental Science, SGT University, rate the curriculum as excellent, with 45.71% giving it a 5-star rating and a further 54.29% giving it a 4-star rating. This indicates a high level of satisfaction with the curriculum's structure and alignment with program objectives, suggesting a well-designed and effective learning program

#### 2. Curriculum includes sufficient interdisciplinary components

The feedback from Faculty of Dental Science teachers at SGT University indicates a largely positive perception of the curriculum's interdisciplinary components. While a small percentage rated the inclusion as only two or three stars, a significant majority (88.57%) rated it four or five stars, demonstrating strong satisfaction with the level of interdisciplinary content integrated into the curriculum. This suggests the current approach is effective, although there's room for minor improvements based on the smaller proportion of lower ratings



Curriculum includes sufficient interdisciplinary components. (Faculty of Dental Science)

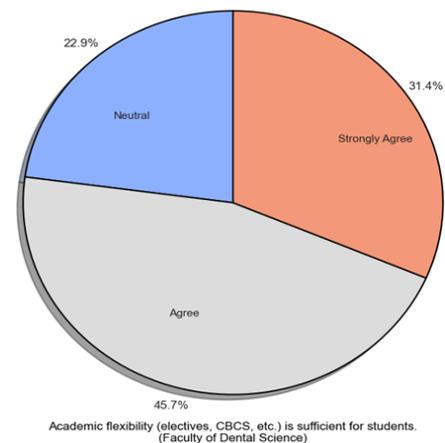


### 3. The curriculum is updated regularly to meet industry and societal needs

Faculty of Dental Science teachers at SGT University largely approve of the curriculum's responsiveness to industry and societal needs. A significant majority (85.71%) rated the curriculum's updates as either 4 or 5 stars, indicating a high level of satisfaction with its relevance. While some teachers gave a 3-star rating (14.29%), the overall feedback suggests a strong positive perception of the curriculum's alignment with current demands

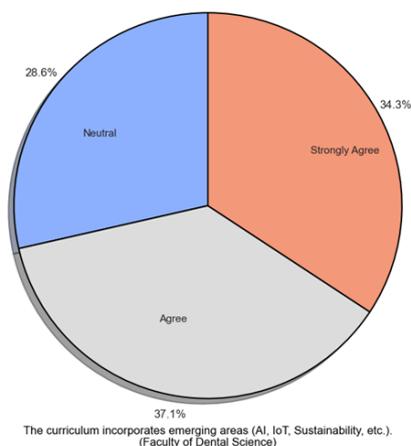
### 4. Academic flexibility (electives, CBCS, etc.) is sufficient for students.

The feedback from Faculty of Dental Science teachers at SGT University indicates a largely positive perception of academic flexibility offered to students. While a significant portion (45.71%) rated the flexibility as 4 stars out of 5, demonstrating considerable satisfaction, a further 31.43% gave the highest rating of 5 stars. This suggests a generally high level of approval, although the 22.86% receiving a 3-star rating warrants some consideration to identify potential areas for improvement in ensuring complete satisfaction with the academic flexibility options available.



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

Teacher feedback on the curriculum's incorporation of emerging areas like AI, IoT, and sustainability reveals a largely positive perception. While a significant portion of respondents rated the curriculum highly with 4 and 5 stars (71.43% combined), indicating strong integration of these areas, a smaller but noticeable percentage (28.57%) gave a 3-star rating suggesting room for further improvement or more comprehensive coverage. Overall, the results show a generally favourable opinion, although opportunities exist to enhance the curriculum's reflection of these emerging fields

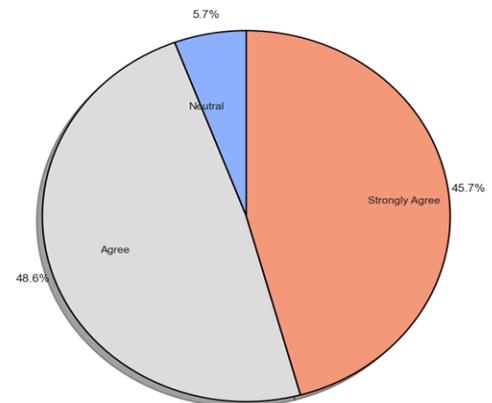


Faculty of Dental Sciences Feedback Analysis

2024-2025

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

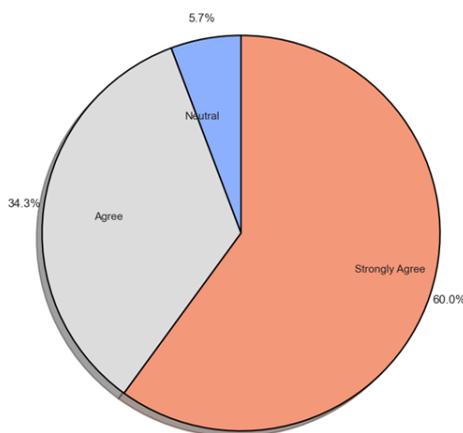
The feedback from Faculty of Dental Science teachers at SGT University overwhelmingly indicates a high level of satisfaction with the integration of skill-based and value-added courses into the curriculum. While a small percentage gave a 3-star rating (5.71%), the vast majority rated the integration highly, with nearly equal proportions awarding 4 stars (48.57%) and 5 stars (45.71%), demonstrating a strong positive perception of the curriculum's effectiveness in developing practical skills and adding value beyond core subjects.



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

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

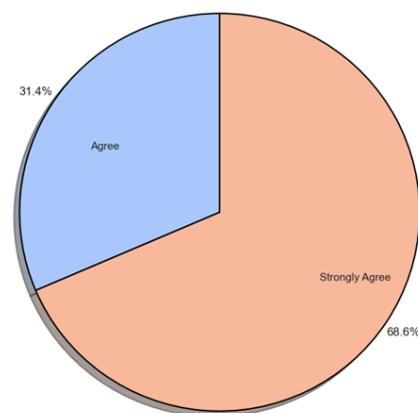
Faculty of Dental Science teachers at SGT University overwhelmingly rate the integration of internships, projects, and fieldwork into the syllabus highly. While a small percentage (5.71%) gave a 3-star rating, the majority (60%) provided a top 5-star rating, indicating strong satisfaction with the current approach. A significant portion (34.29%) gave a 4-star rating, suggesting a generally positive experience with room for minor improvements. Overall, the feedback demonstrates effective implementation of practical learning experiences within the curriculum.



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

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

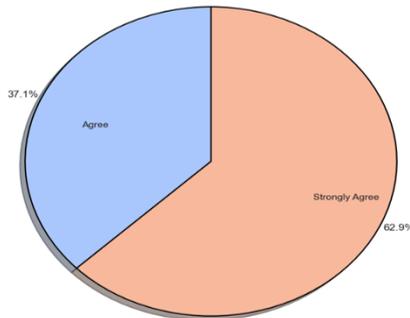
The overwhelming majority (68.57%) of Faculty of Dental Science teachers at SGT University strongly agree (5 stars) that pedagogical innovations, including ICT tools, experiential learning, and flipped classroom approaches, are encouraged, with a smaller portion (31.43%) giving a positive but slightly less enthusiastic 4-star rating. This indicates a high level of satisfaction and acceptance of innovative teaching methods within the faculty.



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

## Teaching-Learning and Evaluation

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

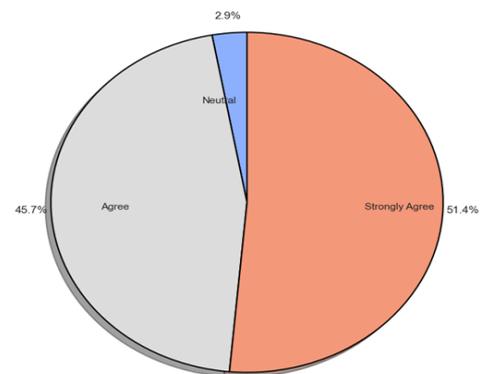


The teaching-learning process is student-centric and participative. (Faculty of Dental Science)

The feedback from Faculty of Dental Science teachers at SGT University overwhelmingly indicates a highly student-centric and participative teaching-learning process. A significant majority (62.86%) rated the process as 5 stars, with a further 37.14% giving a 4-star rating. This demonstrates a strong positive perception of the teaching approach, suggesting a successful implementation of student-centered learning methodologies.

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

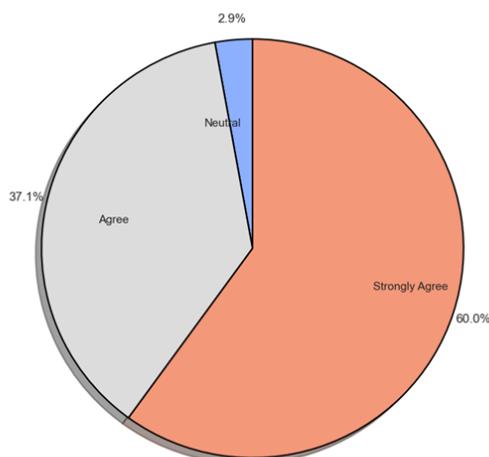
The majority of Faculty of Dental Science teachers at SGT University (97.14%) rated the evaluation process as either 4 or 5 stars, indicating a high level of satisfaction with its fairness, transparency, and outcome-based nature. While a small percentage (2.86%) provided a 3-star rating, the overwhelmingly positive feedback suggests the current evaluation system is largely effective and well-received by the faculty.



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

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

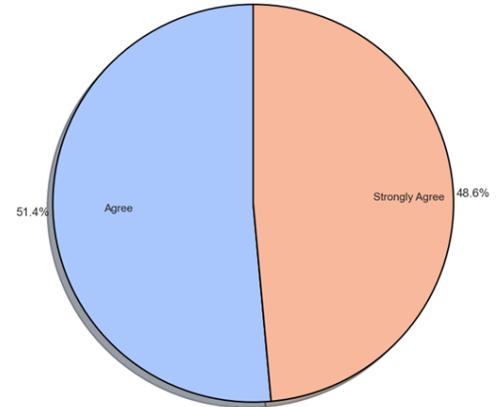
The Faculty of Dental Science at SGT University receives overwhelmingly positive feedback regarding the availability of remedial classes and academic support for slower learners. While a small percentage of teachers gave a 3-star rating (indicating some room for improvement), the vast majority rated the support highly, with 37.14% giving 4 stars and a significant 60% awarding the maximum 5 stars, demonstrating a strong level of satisfaction with the resources provided for students who need extra help



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

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

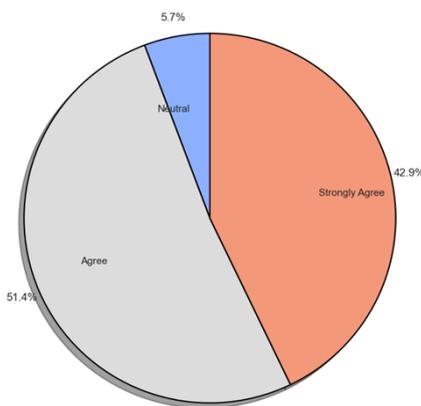
The overwhelming majority of Faculty of Dental Science teachers at SGT University (99%) rate highly the provision of additional learning opportunities for advanced students, with almost equal proportions awarding 4 and 5 stars. This indicates a strong level of satisfaction with the support provided to high-achieving students, suggesting effective strategies are in place to cater to their needs and foster further development.



Advanced learners are encouraged with additional learning opportunities. (Faculty of Dental Science)

### Research, Development & Extension

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

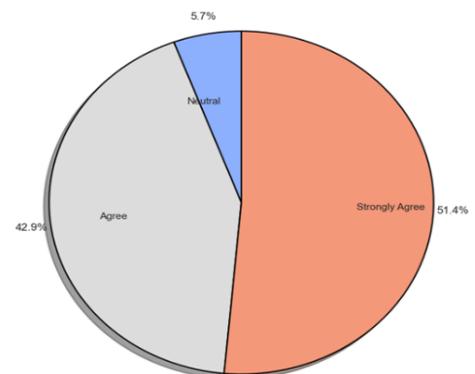


Adequate facilities and support are available for research activities. (Faculty of Dental Science)

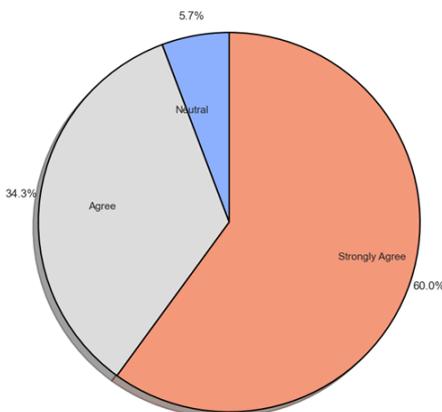
The overwhelming majority of teachers at SGT University's Faculty of Dental Science (84.29%) rate the availability of facilities and support for research activities as either 4 or 5 stars, indicating a high level of satisfaction. While a small percentage (5.71%) gave a 3-star rating, suggesting some areas for potential improvement, the data strongly suggests that research infrastructure and support are generally well-regarded within the faculty.

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

The overwhelming majority of Faculty of Dental Science, SGT University teachers (94.29%) rate the encouragement for publishing in reputed journals and conferences as either 4 or 5 stars, indicating a strong positive perception of the institution's support in this area. While a small percentage (5.71%) gave a 3-star rating, the high proportion of 4 and 5-star responses suggests a generally favorable environment for scholarly publishing within the faculty.



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



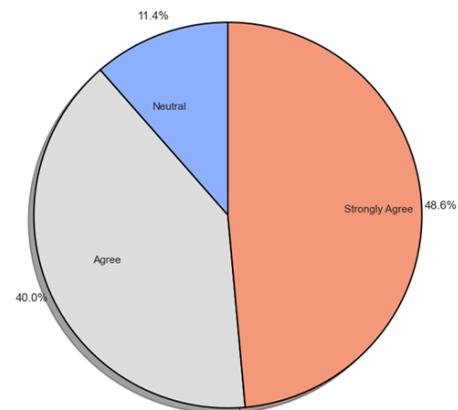
The institution supports participation in FDPs, workshops, and conferences. (Faculty of Dental Science)

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

The Faculty of Dental Science at SGT University receives overwhelmingly positive feedback regarding institutional support for faculty development programs (FDPs), workshops, and conferences. While a small percentage (5.71%) gave a 3-star rating, the vast majority of respondents rated the support highly, with 34.29% giving 4 stars and a significant 60% giving the top 5-star rating. This indicates a strong level of satisfaction among teachers concerning the institution's commitment to providing opportunities for professional development.

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

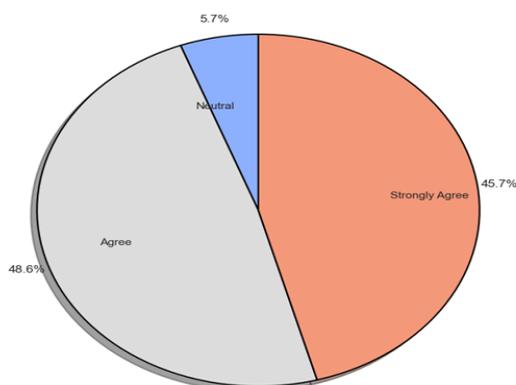
Faculty feedback on industry/institutional collaborations for research and training at SGT University's Faculty of Dental Science reveals a largely positive perception. While a small percentage (11.43%) rated the collaborations as average (3 stars), a significant majority expressed satisfaction, with 40% giving a 4-star rating and nearly half (48.57%) providing the highest 5-star rating. This indicates a strong level of overall satisfaction with existing collaborations, suggesting the current approach is largely effective.



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

## Infrastructure and Faculties

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



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

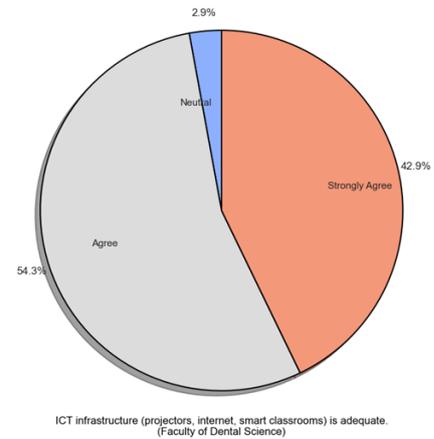
The majority of teachers at the Faculty of Dental Science, SGT University, rate the campus infrastructure as excellent, with 48.57% giving it a 4-star rating and 45.71% giving it a 5-star rating. A small percentage (5.71%) provided a 3-star rating, indicating a generally high level of satisfaction with the maintenance of classrooms, labs, and library facilities. Overall, the feedback suggests a very positive perception of the campus infrastructure's condition.

Faculty of Dental Sciences Feedback Analysis

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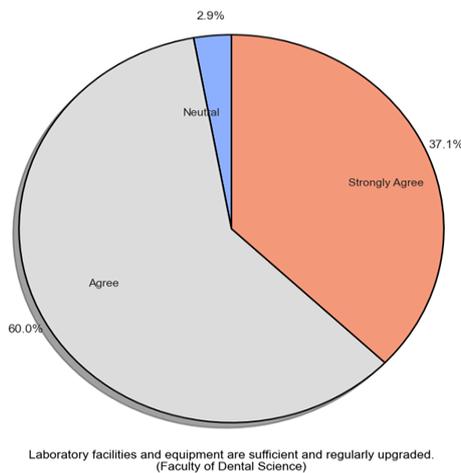
**2. ICT infrastructure (projectors, internet, smart classrooms) is adequate.**

The overwhelming majority of teachers at the Faculty of Dental Science, SGT University, rate the ICT infrastructure as excellent (4 and 5 stars), with 4 stars accounting for 54.29% and 5 stars receiving 42.86% of the ratings. Only a small percentage (2.86%) gave a 3-star rating, suggesting that the ICT infrastructure is largely considered adequate and well-equipped to support teaching activities. The high satisfaction levels indicate a positive perception of the provided technology resources.



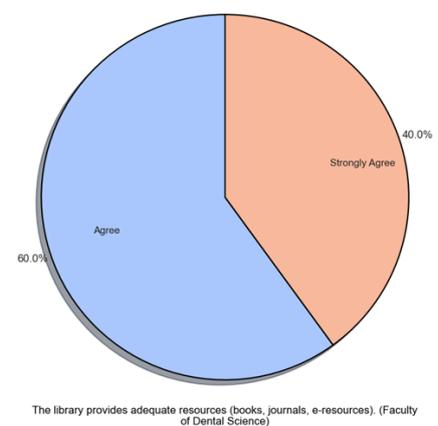
**3. Laboratory facilities and equipment are sufficient and regularly upgraded.**

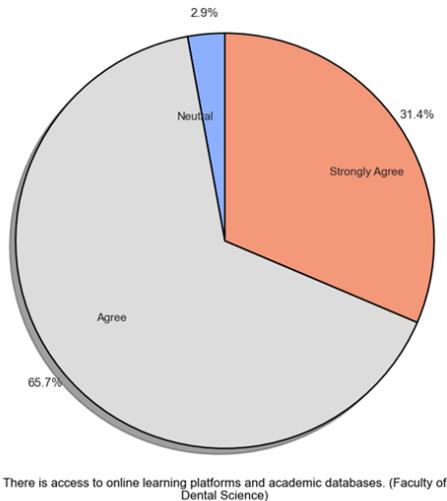
The feedback from Faculty of Dental Science teachers at SGT University regarding laboratory facilities and equipment reveals overwhelmingly positive sentiment. While a small percentage (2.86%) gave a 3-star rating, a significant majority rated the facilities highly, with 60% giving 4 stars and 37.14% providing the top 5-star rating. This indicates a general satisfaction with the sufficiency and regular upgrades of the laboratory resources.



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

The Faculty of Dental Science at SGT University received overwhelmingly positive feedback regarding the library's resources. Sixty percent of responding teachers rated the library's provision of books, journals, and e-resources as four stars, while a further forty percent gave a top five-star rating. This indicates a high level of satisfaction among faculty with the library's resource adequacy.





There is access to online learning platforms and academic databases. (Faculty of Dental Science)

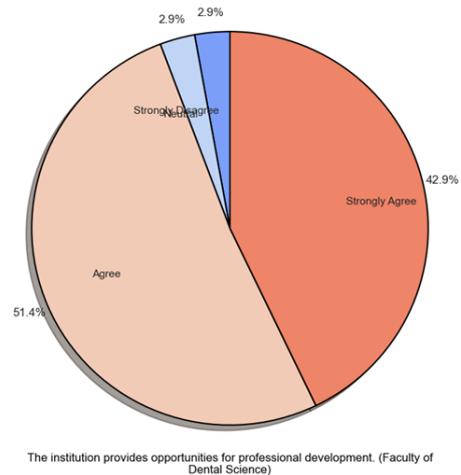
**5. There is access to online learning platforms and academic databases.**

The overwhelming majority of teachers at SGT University's Faculty of Dental Science (65.71%) rated access to online learning platforms and academic databases as 4 out of 5 stars, indicating a high level of satisfaction. A further 31.43% gave a top rating of 5 stars, reinforcing the positive perception of resource availability. Only a small percentage (2.86%) gave a 3-star rating, suggesting that while the majority are highly satisfied, minor improvements could be made to address the concerns of this small group.

**Institutional Governance & Support**

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

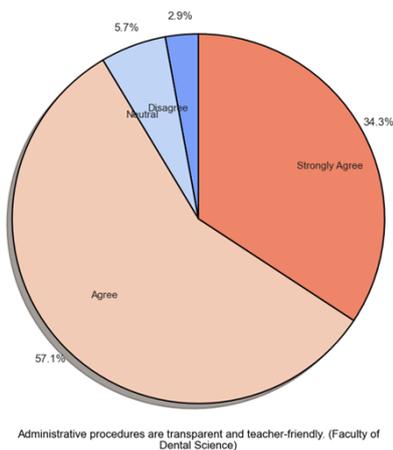
Faculty of Dental Science teachers at SGT University overwhelmingly rate the institution highly regarding professional development opportunities, with a significant majority (94.29%) giving 4 or 5 stars. While a small percentage provided 1 and 3-star ratings (equally at 2.86%), the overwhelmingly positive response suggests that the institution's efforts in providing professional development are largely successful and well-received by its teaching staff.



The institution provides opportunities for professional development. (Faculty of Dental Science)

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

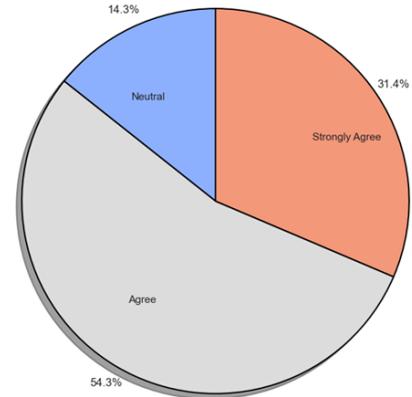
The feedback on the transparency and teacher-friendliness of administrative procedures at the Faculty of Dental Science, SGT University, reveals a predominantly positive perception. While a small percentage of teachers rated the procedures as average (2 and 3 stars), a significant majority (91.43%) rated them as good or excellent (4 and 5 stars), with 4-star ratings being particularly prevalent (57.14%). This suggests that while some areas may require minor improvements, the overall administrative processes are largely considered transparent and supportive of teachers' needs.



Administrative procedures are transparent and teacher-friendly. (Faculty of Dental Science)

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

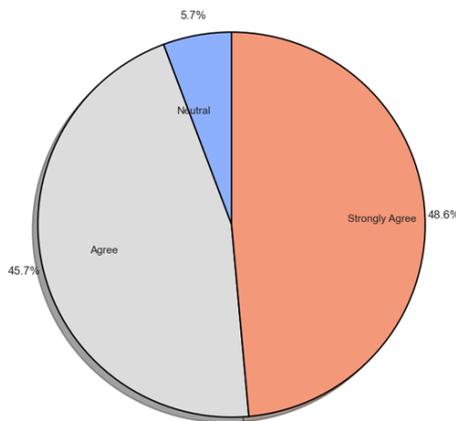
The majority of teachers at the Faculty of Dental Science, SGT University, rate the welfare and support facilities (medical, financial, and counselling) as good to excellent. While a small percentage gave a 3-star rating (14.29%), a significant portion rated them 4 stars (54.29%), indicating a high level of satisfaction, with a further 31.43% providing the highest 5-star rating. Overall, the data suggests a largely positive perception of the available support services.



Welfare and support facilities (medical, financial, counselling) are satisfactory. (Faculty of Dental Science)

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

The feedback from teachers at SGT University's Faculty of Dental Science overwhelmingly indicates that their input is valued in curriculum development and policy. While a small percentage gave a 3-star rating (5.71%), the vast majority rated the consideration of their feedback highly, with nearly half providing a 4-star rating (45.71%) and almost half giving a 5-star rating (48.57%). This suggests a strong level of satisfaction among faculty with the university's responsiveness to their suggestions and demonstrates effective incorporation of teacher feedback into institutional processes.



Feedback from teachers is considered in curriculum development and policy. (Faculty of Dental Science)

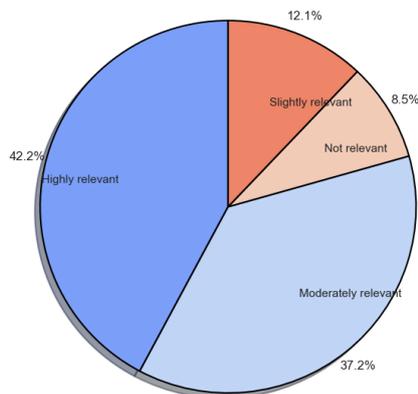
Faculty of Dental Sciences Feedback Analysis

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**Alumni Feedback**

**Feedback on Curriculum**

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

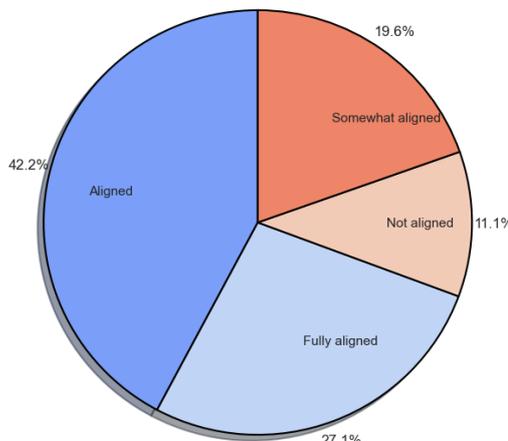


How relevant was the curriculum to your current job or career? (Alumni)

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?**

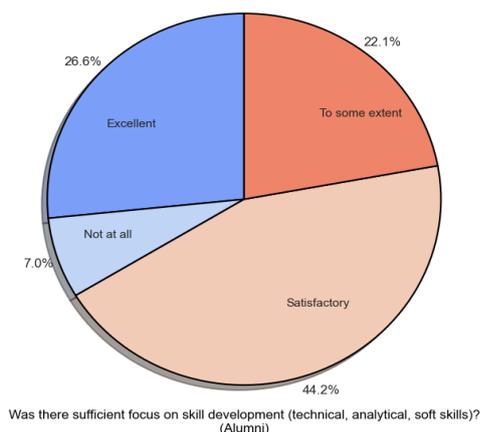
SGT University alumni feedback shows that a significant majority (almost 70%) felt the curriculum was either aligned or fully aligned with current industry standards. While a smaller portion (around 20%) felt it was only somewhat aligned, a relatively small percentage (about 11%) felt the curriculum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



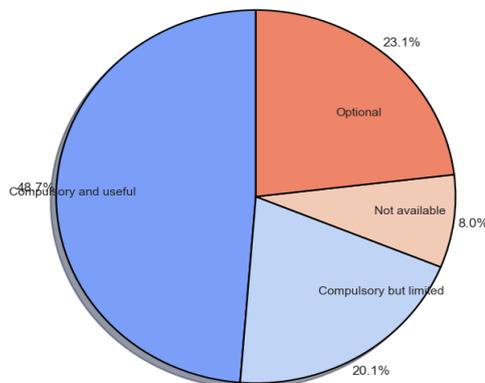
Was there sufficient focus on skill development (technical, analytical, soft skills)? (Alumni)

## Faculty of Dental Sciences Feedback Analysis

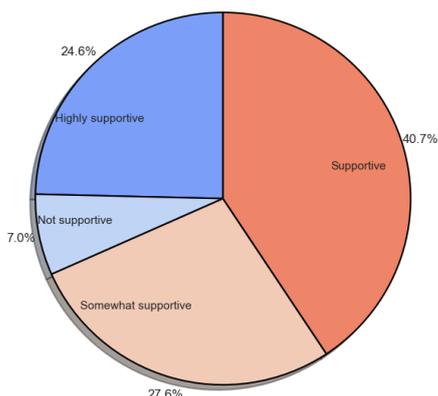
2024-2025

### 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)



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

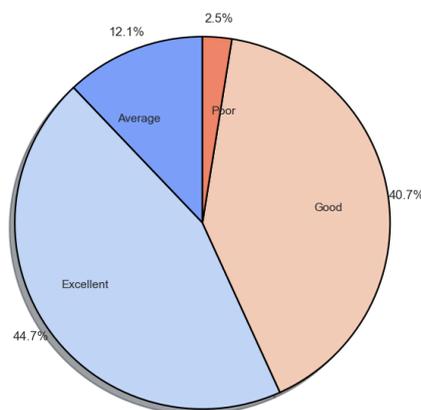
### 5. Did the program support your preparation for higher studies or competitive exams?

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" (27.6%). 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.

## 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.

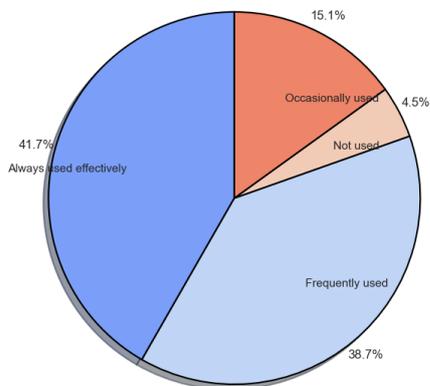


How would you rate the quality of teaching resources (faculty, books, materials)? (Alumni)

## Faculty of Dental Sciences Feedback Analysis

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

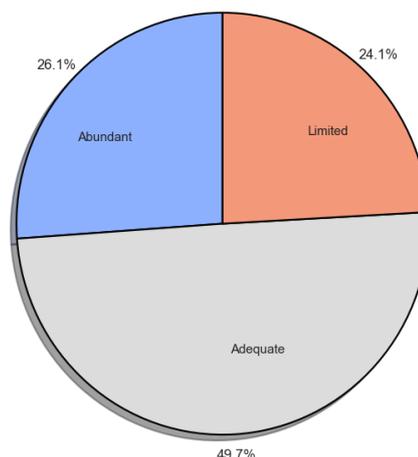


Use of modern teaching aids and learning platforms (PPTs, LMS, etc.): (Alumni)

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

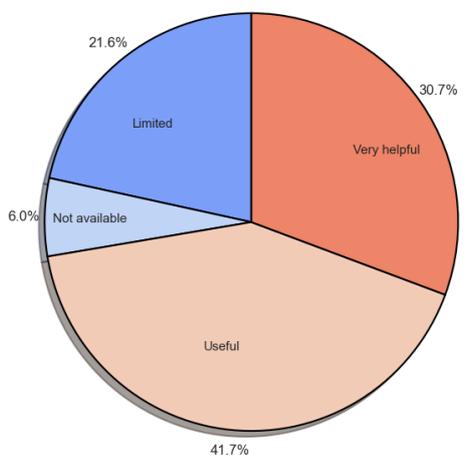
### 3. Opportunities to participate in research, innovation, or entrepreneurship:

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



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

### 4. Availability and usefulness of mentoring and career counseling:



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

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

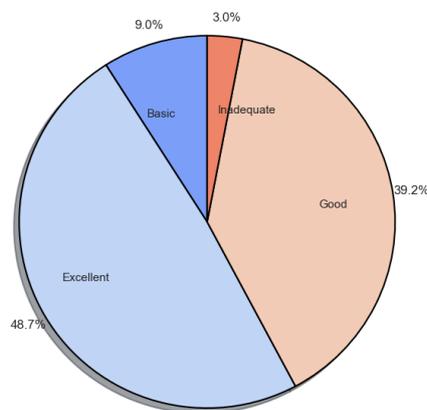
## Faculty of Dental Sciences Feedback Analysis

2024-2025

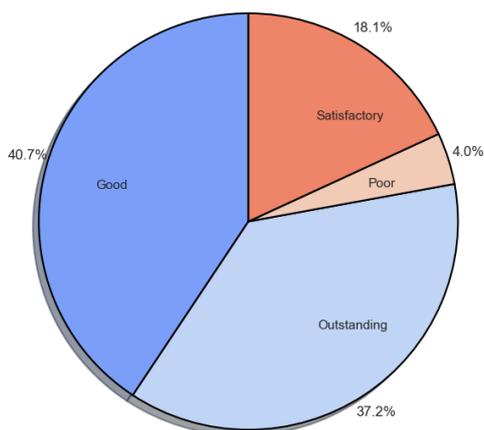
### Campus Facilities & Infrastructure

#### 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)



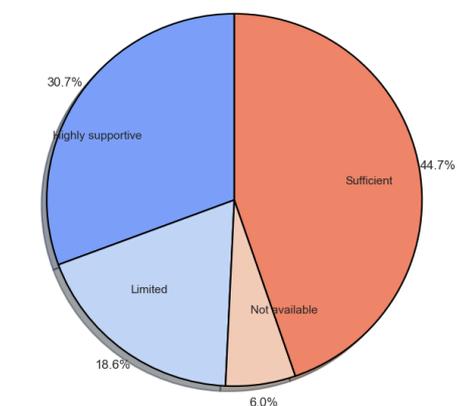
Facilities provided (Library, Labs, Internet, Hostel, Sports): (Alumni)

#### 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:

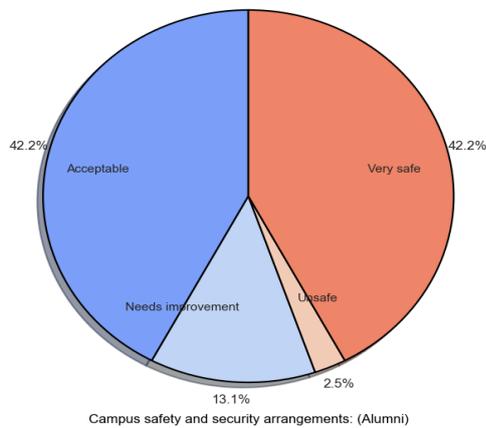
SGT University alumni feedback shows that a significant majority (44.72%) found the availability of digital and physical resources for self-learning and projects to be sufficient. A considerable portion (30.65%) rated the resources as highly supportive, indicating positive experiences. However, a notable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

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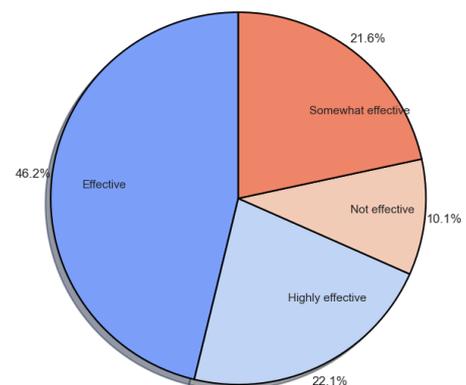
### 4. Campus safety and security arrangements:

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.

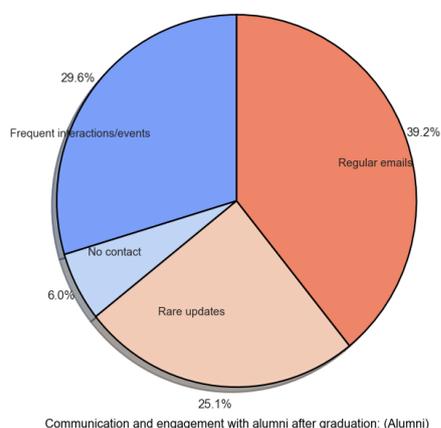
## Institutional Services & Outreach

### 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:

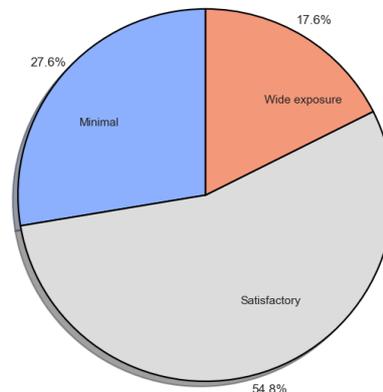
Over half (52.2%) at SGT COP, SGT University rate experiential learning as 5 stars, with 25.5% at 4 stars. Dissent is minimal (2.5–3.1%), reflecting strong hands-on components.

## Faculty of Dental Sciences Feedback Analysis

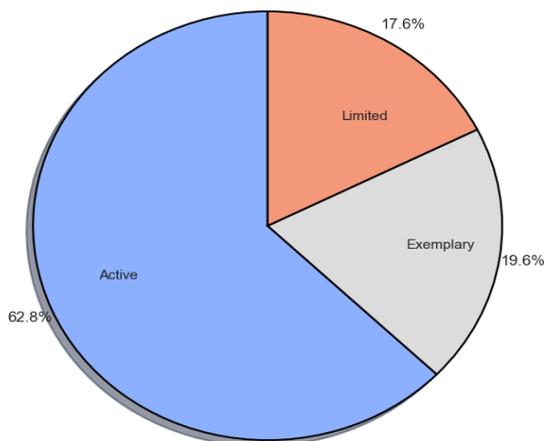
2024-2025

### 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)

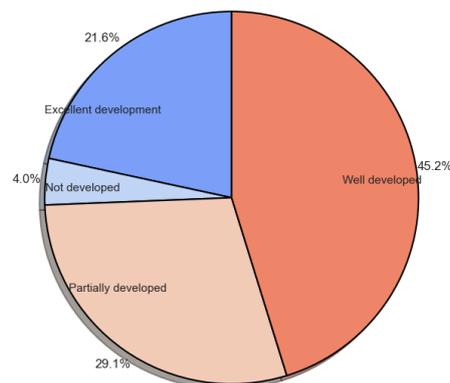
### 4. Contribution of university towards social responsibility & sustainability:

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.

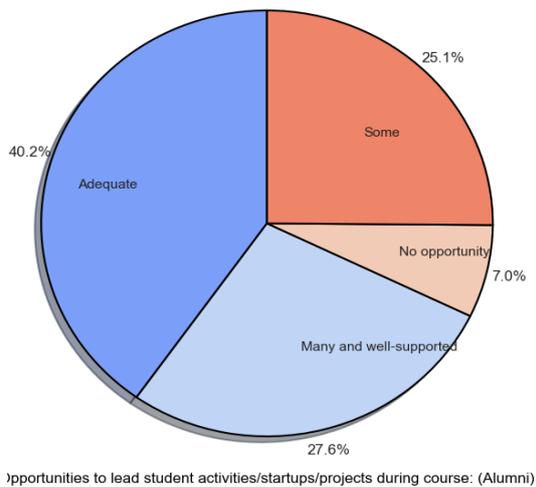


Development of personality, leadership, and communication skills: (Alumni)

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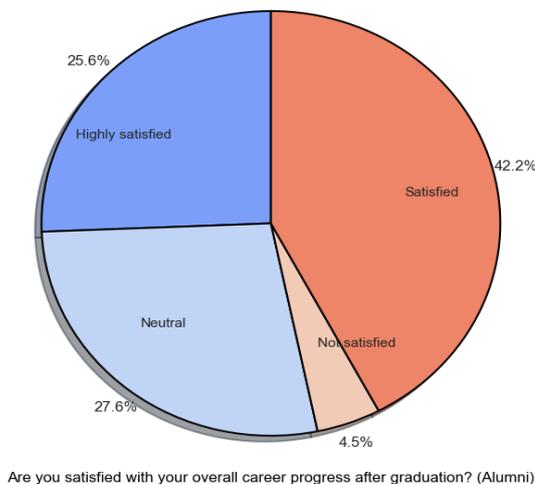
**2. Opportunities to lead student activities/startups /projects during course:**



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

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

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



Faculty of Dental Sciences Feedback Analysis

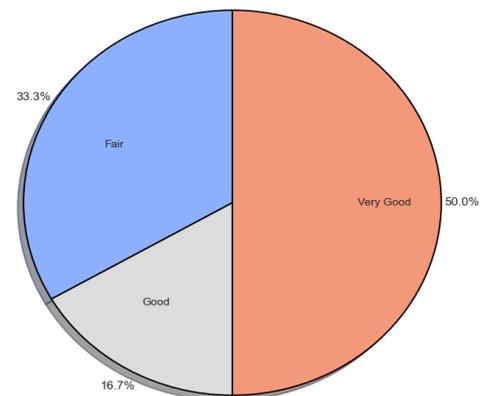
2024-2025

**Employer Feedback**

**Subject Knowledge and Curriculum**

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

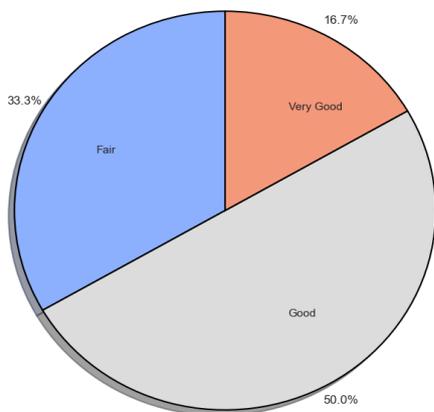
Employer feedback on SGT University graduates' subject knowledge and skills shows a mixed bag. While half of the employers rated graduates at 4 out of 5 stars, indicating a good level of proficiency, a significant portion (one-third) gave only a 2-star rating, suggesting some concerns about the graduates'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



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

**Teamwork and Communication Skills**

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



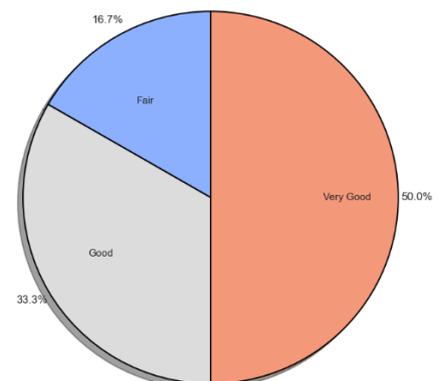
Are SGT graduates effective in team collaboration and clear in both verbal and written communication? (Employer)

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

**Professionalism and Ethical Responsibility**

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

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



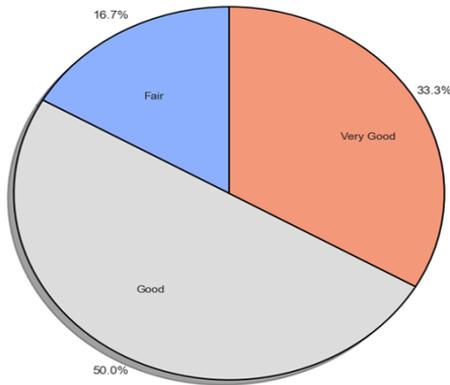
Do SGT graduates consistently demonstrate professionalism and uphold ethical standards in their roles? (Employer)

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2024-2025

**Adaptability and Leadership Potential**

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



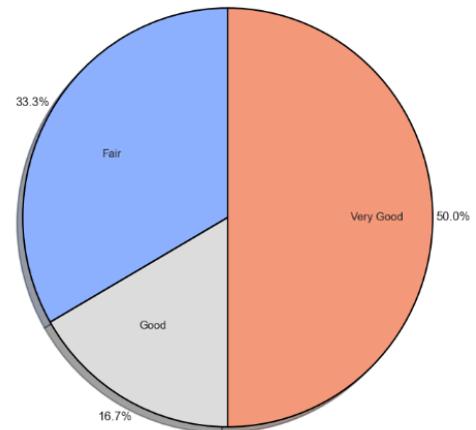
How would you assess the adaptability, initiative, and leadership potential of SGT graduates within your organization? (Employer)

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

**Overall Satisfaction**

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

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



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

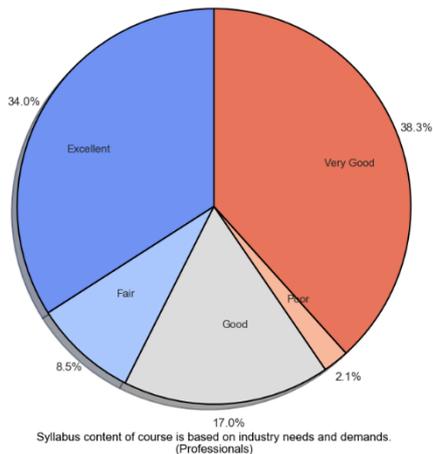
Faculty of Dental Sciences Feedback Analysis

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**Professionals Feedback**

**Feedback on Curriculum**

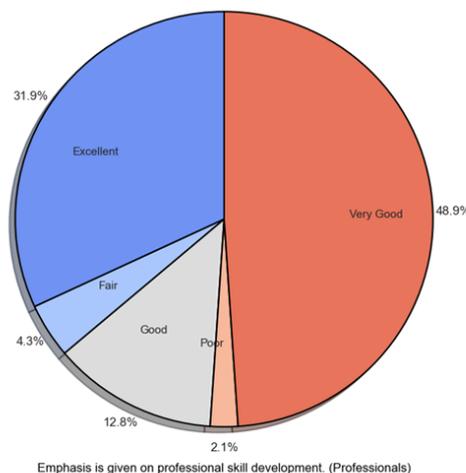
**1. Syllabus content of course is based on industry needs and demands.**



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

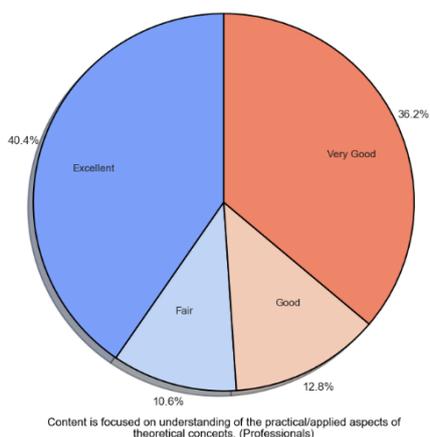
**2. Emphasis is given on professional skill development.**

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



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

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

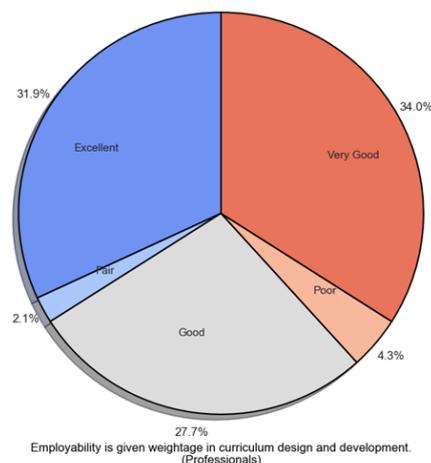


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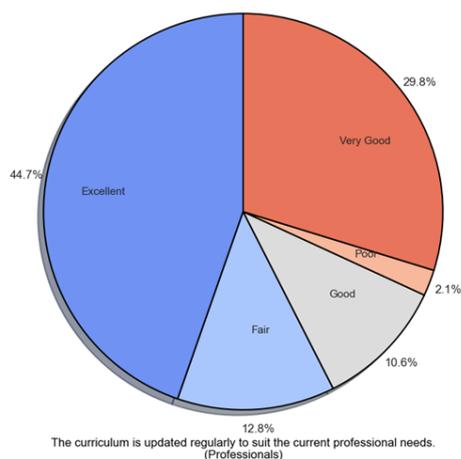
### 4. Employability is given weightage in curriculum design and development.?

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



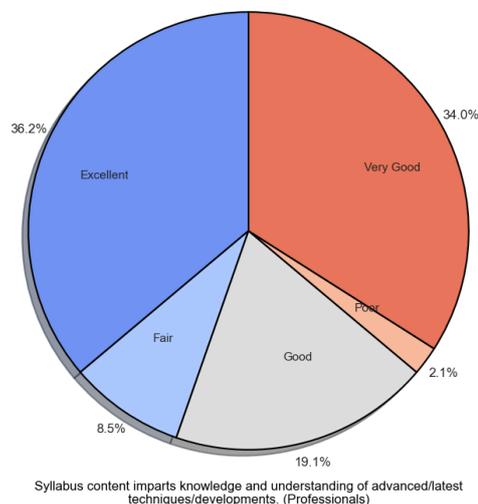
### 5. The curriculum is updated regularly to suit the current professional needs.

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



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

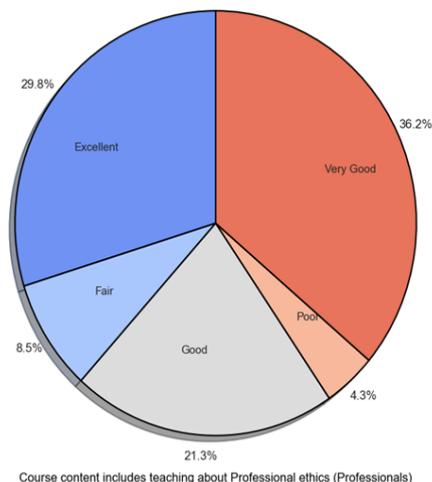
The feedback from Professionals at SGT University shows that a significant majority (over 70%) rated the syllabus content as either excellent (5 stars) or good (4 stars) in terms of imparting knowledge of advanced and latest techniques. While a smaller portion (around 27%) gave it a neutral (3 stars)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



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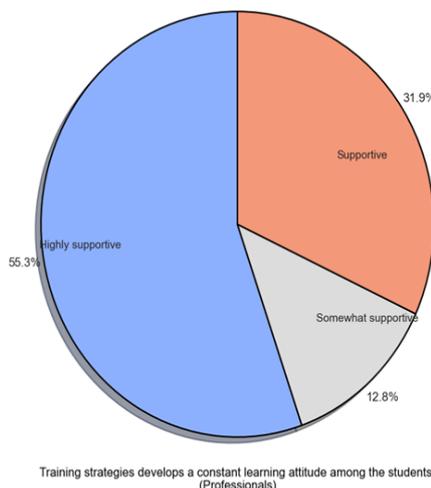
**7. Course content includes teaching about Professional ethics**



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

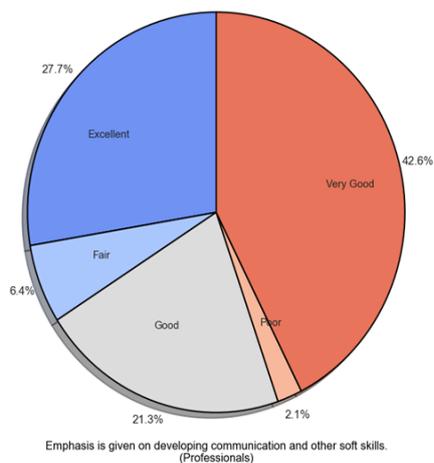
**8. Training strategies develops a constant learning attitude among the students.**

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



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

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

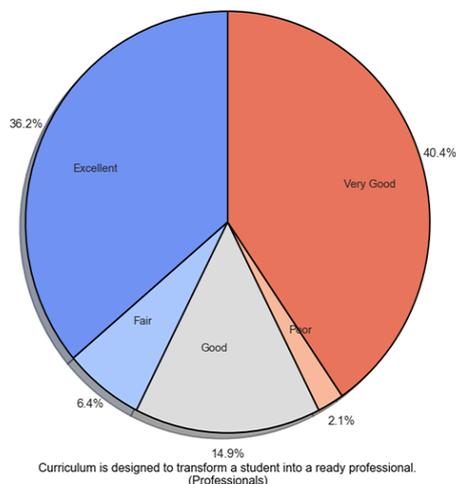
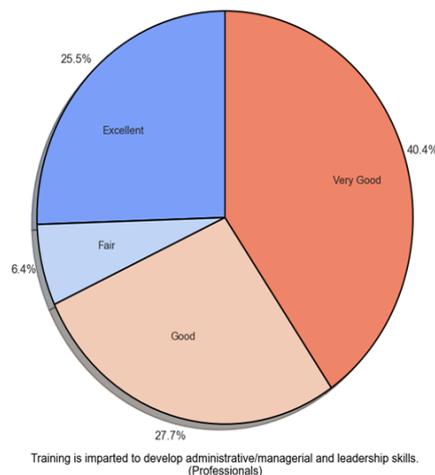


## Faculty of Dental Sciences Feedback Analysis

2024-2025

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

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



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

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



## Internal Quality Assurance Cell

### Faculty of Dental Sciences (FDSC) Feedback Analysis

2024-2025

### ATR Summary Report (Faculty of Dental Science)

S. no.	Context	Student Feedback	IQAC Recommendation	Action Taken
1.	<b>Administrative Processes</b>	Students shared that frequent changes in test and examination schedules have caused difficulty in planning their studies.	The IQAC encouraged the Examination Section to streamline and stabilize the scheduling process so that the examination timetable remains consistent, predictable, and student friendly.	We have taken the recommendations from the IQAC and the students and will ensure that no deviation of the examination dates within our control is done
2.	<b>Curriculum Enhancement</b>	Students expressed enthusiasm for adding non-clinical skill components such as communication skills, modern dental technologies, and entrepreneurship. They also suggested inter-departmental collaboration with MBBS students for a broader healthcare perspective.	The Curriculum Committee is advised to integrate soft-skill modules, technology-driven learning, and entrepreneurial exposure. The IQAC also recommended exploring joint workshops and case discussions with MBBS students to promote interdisciplinary learning.	We have added various soft skill training like communication skills ,behavioural management,ethics in collaborations with various departments in the university for overall holistic training of the students
3.	<b>General Feedback</b>	Majority of the feedback was positive and appreciative, with students noting the curriculum is "systematically placed," "appropriate," and "up to the mark." Many strongly recommended the curriculum.	IQAC acknowledged the positive sentiment and recommended continuation of the current teaching-learning framework while maintaining consistent quality enhancement.	We will ensure that the present benchmarking with the various university will enhance the student experience in teaching and learning as well as keep in mind the industry requirements

4.	<b>Infrastructure &amp; Facilities</b>	Students requested improvements in summer facilities to ensure comfort and a conducive learning environment.	IQAC advised an immediate review of facility operations during peak summer months and recommended prioritizing comfort-related enhancements.	During summers the AC sometimes malfunctions due to overloading. We try to ensure that the problem is sorted out at the earliest by the admin team
5.	<b>Practical Learning &amp; Skill Development</b>	Students showed strong interest in increased hands-on learning, additional practical classes, and integration of soft skills and interdisciplinary exposure (especially with MBBS).	IQAC recommended increasing practical hours, strengthening skill-based learning, and developing collaboration mechanisms with MBBS departments for expanded exposure.	In the new training protocols the number of lecture have been decreased and more emphasis on clinical and preclinical training is done
6.	<b>Teaching Quality &amp; Classroom Experience</b>	Students requested more interaction with teachers and appreciated faculty who demonstrate kindness and supportive behaviour. Some concerns were linked to discomfort during summer months.	IQAC recommended conducting Faculty Development Programmes (FDPs) on enhancing student engagement, empathetic communication, and nurturing classroom rapport.	The dental faculty will be trained in the recommendations of the IQAC and student feedback to be more empathetic and have better student engagement as suggested

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# SGT UNIVERSITY

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