



**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 Engineering & Technology**

**IQAC**  
Internal Quality Assurance Cell

**2024-2025**



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

## **FEEDBACK 2024-2025**

**Internal Quality Assurance Cell  
Faculty of Engineering & Technology  
Feedback Analysis  
2024-2025**



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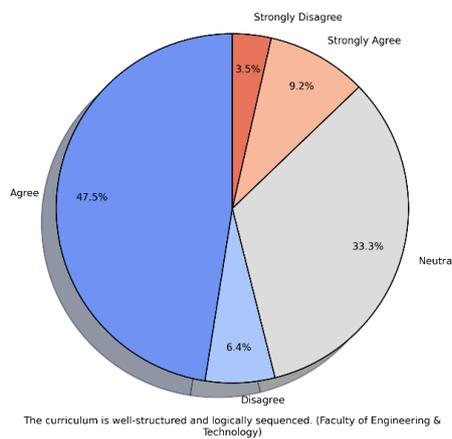
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**Student's Feedback**

**Curriculum Design and Content**

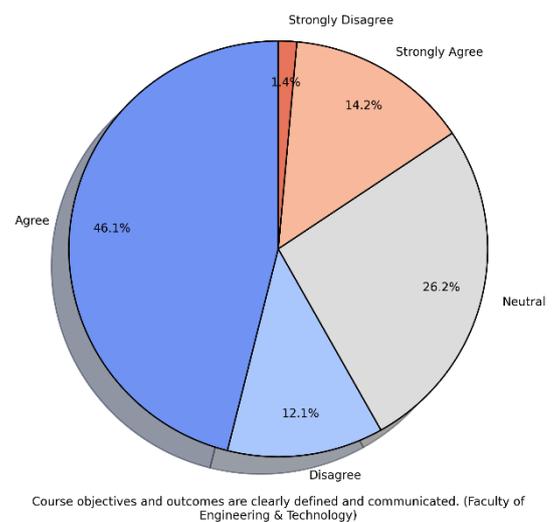
**1. The curriculum is well-structured and logically sequenced.**



Most students (around 47%) rated the curriculum's structure and sequencing as good (4 stars), indicating a generally positive perception. A significant portion (33%) gave a neutral rating (3 stars), while fewer students felt it was poor (1 or 2 stars, totalling under 10%). Although positive, the relatively high number of neutral ratings suggests there's room for improvement in curriculum design to ensure a more consistently positive student experience.

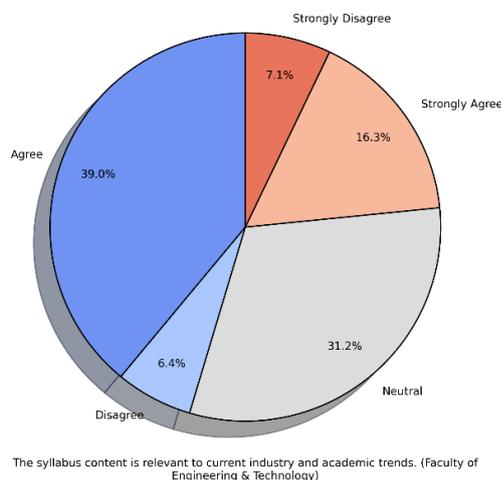
**2. Course objectives and outcomes are clearly defined and communicated.**

Most engineering students at SGT University feel that course objectives and outcomes are clearly defined and communicated, with nearly half (46.1%) giving a 4-star rating. While a significant portion (26.24%) gave a 3-star rating, suggesting room for improvement, the relatively low number of 1 and 2-star ratings (1.42% and 12.06% respectively) indicates that most students find the clarity of course objectives satisfactory. 14.18% of 5-star ratings show that a smaller but appreciable number find the communication excellent. Overall, the feedback suggests a generally positive perception, although there's potential for further enhancement in clarifying course objectives and outcomes for better student experience.



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

Most students (75.22%) at the Faculty of Engineering & Technology, SGT University, rated the syllabus's relevance to current industry and academic trends as either good (4 stars) or satisfactory (3 stars). While a significant portion found it relevant, a smaller group (23.47%) felt it was less relevant, giving it 1 or 2 stars. This suggests that while the syllabus generally aligns with current trends, there's room for improvement to better meet the expectations of all students.

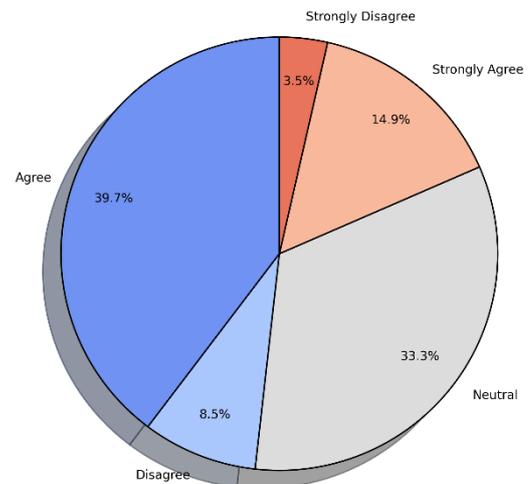


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### 4. The curriculum promotes critical thinking and problem-solving abilities.

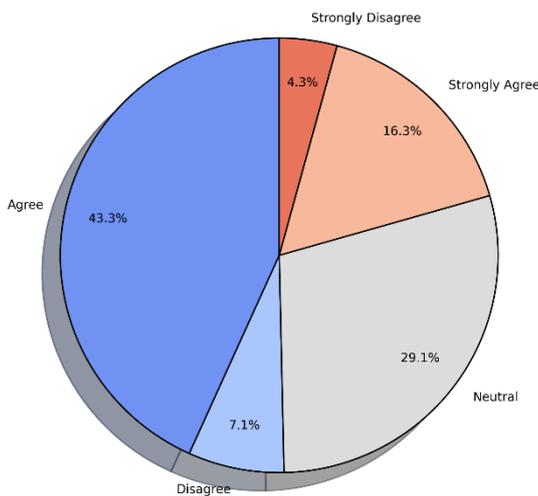
Most students (around 79%) rated the curriculum's effectiveness in promoting critical thinking and problem-solving skills as either good (4 stars) or very good (5 stars). While a significant portion (33%) gave a neutral rating (3 stars), a smaller number felt it was only fair (2 stars, 8.51%) or poor (1 star, 3.55%). Overall, the feedback suggests that the curriculum is reasonably effective, but there's room for improvement to ensure more students perceive it as excellent.



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

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

Most students (43.26%) rated the curriculum's alignment with global and national standards as 4 out of 5 stars, indicating a generally positive perception. A significant proportion (29.08%) gave it a 3-star rating, suggesting some areas for improvement. While a smaller number gave it lower ratings (4.26% gave it 1 star and 7.09% gave it 2 stars), a considerable number (16.31%) felt the curriculum strongly met these standards with a 5-star rating. Overall, the feedback shows a predominantly positive view of the curriculum's relevance but also highlights the need to address areas that received lower ratings.

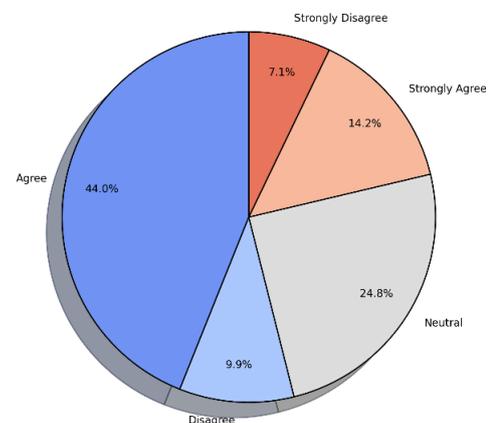


Curriculum is updated periodically to meet global and national standards. (Faculty of Engineering & Technology)

## Skill Development and Employability

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

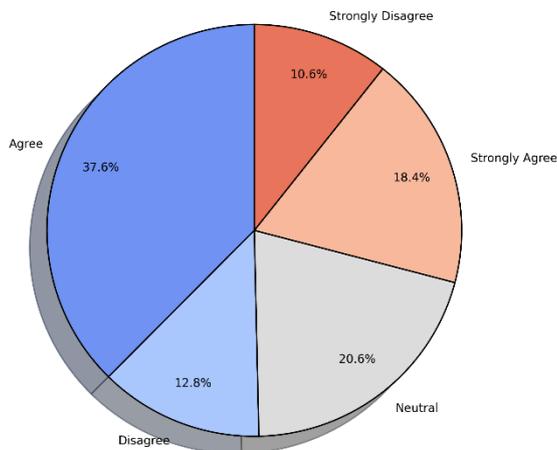
Most students (over 68%) rated the courses as either good (4 stars) or very good (5 stars) in helping them develop employability and entrepreneurial skills. A significant portion (25%) gave a neutral rating (3 stars), suggesting room for improvement. While a smaller number of students gave lower ratings (1 and 2 stars, totalling about 17%), the overall feedback indicates that the courses are generally effective in preparing students for future careers, with a notable area of strength being the development of skills relevant to the job market and starting one's own business.



Courses help in building employability and entrepreneurial skills. (Faculty of Engineering & Technology)

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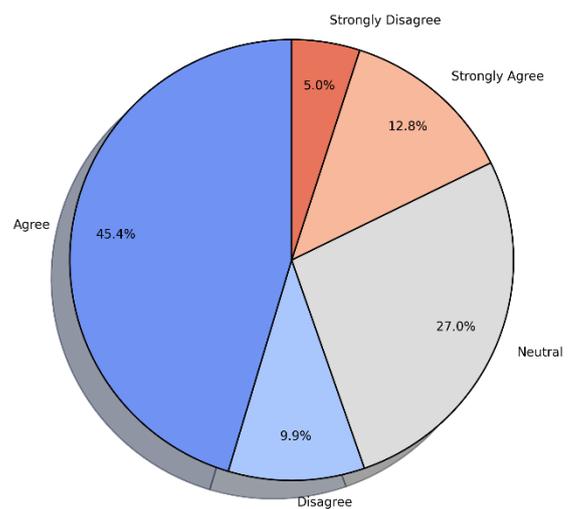
Adequate industry exposure (internships, visits, projects) is part of the curriculum. (Faculty of Engineering & Technology)

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

Most students (38.3%) rated the industry exposure offered as good (4 stars), indicating a generally positive perception. A significant portion also gave it a 3-star rating (20.57%), suggesting that while satisfactory, there's room for improvement. A smaller percentage felt the exposure was only fair (12.06% gave it 2 stars) or poor (10.64% gave it 1 star), while 18.44% rated it excellent (5 stars). Overall, the feedback reveals a predominantly positive view of industry exposure, but opportunities exist to enhance it further.

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

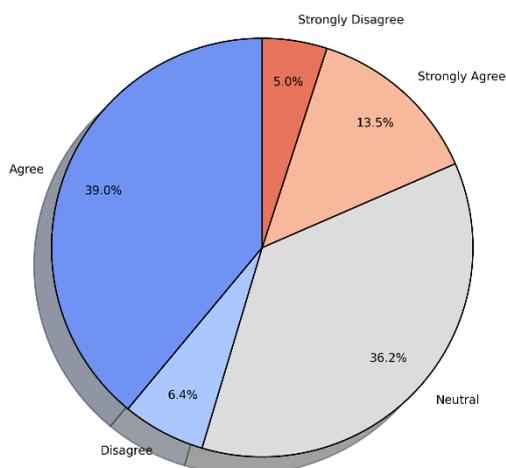
Most students (over 70%) rated the alignment of skill-based courses with job market needs as either good (4 stars) or very good (5 stars), indicating a generally positive perception. While a significant portion (27%) gave a neutral rating (3 stars), a smaller number felt the alignment was poor (1 or 2 stars), suggesting that while the majority are satisfied, there's room for improvement to address the concerns of a minority of students.



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

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

Most students (75.19%) at the Faculty of Engineering & Technology rated the integration of ICT tools in the curriculum as either good (4 stars) or satisfactory (3 stars). While a significant portion found it satisfactory, a considerable number (4–5-star ratings) also expressed positive feedback about the integration. However, the concerning number of students (11.34%) gave it a rating of only 1 or 2 stars, suggesting that there's room for improvement in incorporating ICT effectively throughout the curriculum.



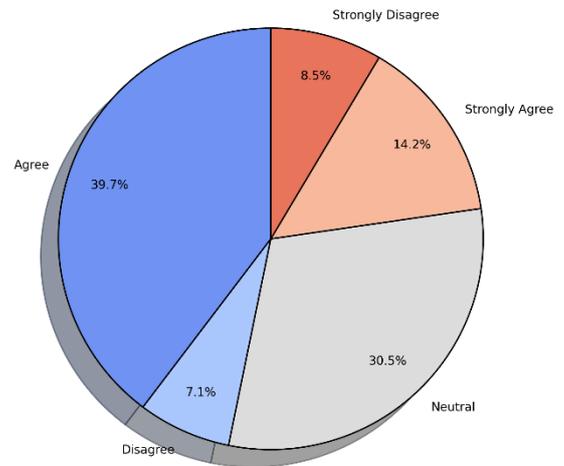
The curriculum integrates ICT (Information and Communication Technology) tools. (Faculty of Engineering & Technology)

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

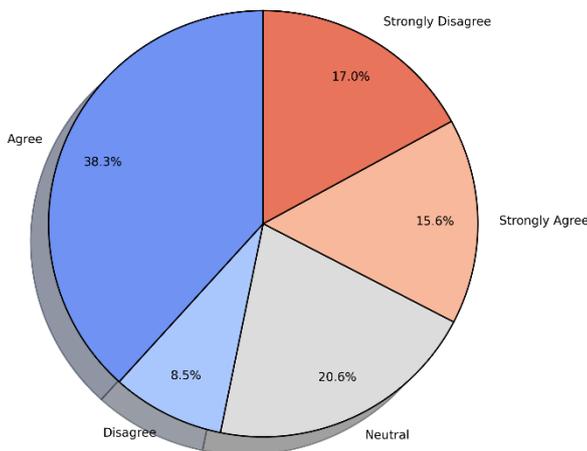
Most engineering and technology students at SGT University (39.72%) rated the curriculum's support for innovation, research, and startups as 4 out of 5 stars, indicating a generally positive perception. A significant portion (30.5%) gave a neutral 3-star rating, suggesting some room for improvement. Fewer students gave lower ratings (8.51% gave 1 star and 7.09% gave 2 stars), while 14.18% gave the highest rating of 5 stars. Overall, the feedback shows a predominantly positive view, but there's potential to further enhance the curriculum's support for these areas based on the significant number of 3-star ratings.



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

## NEP 2020 Integration & Multidisciplinary Approach

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

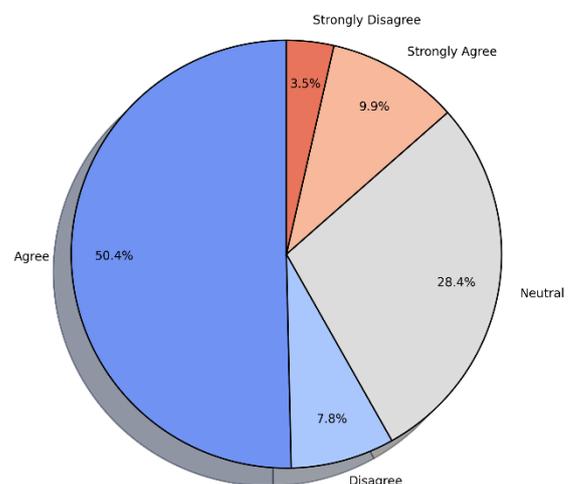


Curriculum includes flexibility for choosing electives/minor subjects. (Faculty of Engineering & Technology)

Most engineering and technology students at SGT University (38.3%) rated the curriculum's flexibility in choosing electives or minor subjects as 4 out of 5 stars, indicating a generally positive view. While a significant portion found it satisfactory (20.57% gave it 3 stars), a smaller number felt it could be improved, with 17.02% giving it the lowest rating and only 15.6% giving the highest rating. Overall, the feedback suggests that while most students are happy with the flexibility offered, there's room for improvement to fully satisfy all students.

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

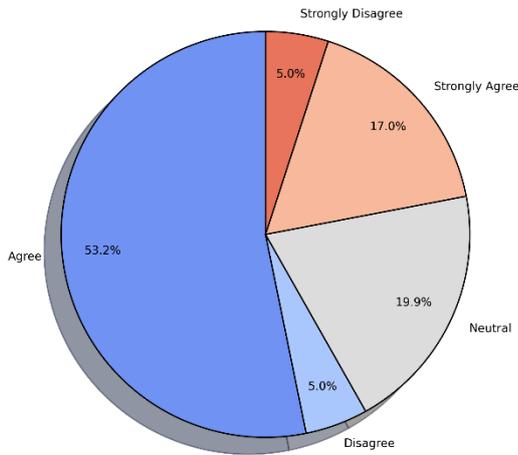
Most students at SGT University's Faculty of Engineering & Technology (around 50%) rated the encouragement of interdisciplinary/multidisciplinary learning as 4 out of 5 stars, indicating a largely positive view. While a significant portion (nearly 30%) gave it a 3-star rating, suggesting room for improvement, the combined 4- and 5-star ratings show that most students feel it is a strong aspect of their education. A smaller percentage provided lower ratings (1 and 2 stars), highlighting that some students feel this area could benefit from further enhancement.



Interdisciplinary/multidisciplinary learning is encouraged. (Faculty of Engineering & Technology)

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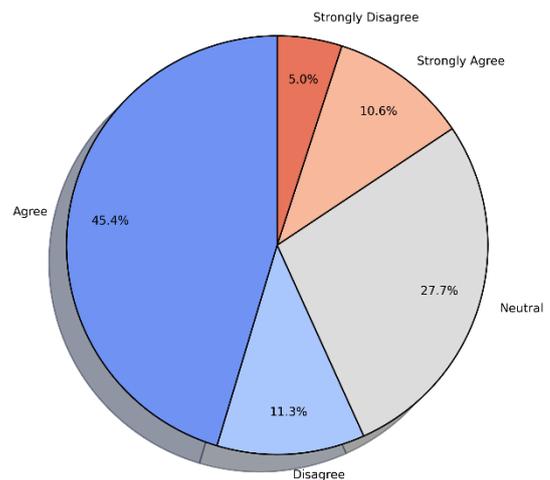
Skill and value-based education (ethics, environmental studies, etc.) is part of the syllabus. (Faculty of Engineering & Technology)

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

Most engineering students at SGT University (53.2%) 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 (19.9%) gave it a 3-star rating, suggesting general approval. Fewer students gave lower ratings (a combined 9.9% gave 1 or 2 stars), showing that while there's room for improvement, the overall sentiment is positive towards the integration of these important subjects into the curriculum.

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

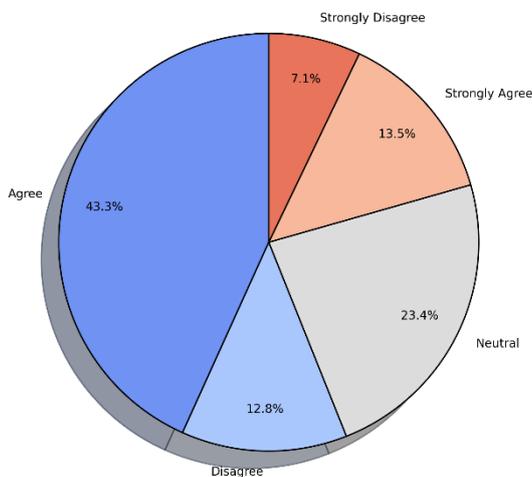
Most engineering students at SGT University (45.39%) rated the curriculum's coverage of local, national, and global issues as good (4 stars), indicating a generally positive perception. A significant portion (27.66%) gave a neutral rating (3 stars), while fewer students gave lower ratings (11.35% gave 2 stars and 4.96% gave 1 star). Only a small percentage (10.64%) gave the highest rating (5 stars), suggesting room for improvement in fully integrating these issues into the curriculum. Overall, while the curriculum is generally well-received in this respect, there's potential to enhance its global and societal relevance for a greater impact.



Local, national, and global issues are addressed through curriculum content. (Faculty of Engineering & Technology)

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

Most students (over 66%, combining 4 and 5-star ratings) feel the engineering curriculum at SGT University provides good opportunities for hands-on learning through fieldwork and practical experience. While a significant portion are satisfied (4-star ratings), there's also a noticeable number giving lower ratings (1-3 stars, totalling over 43%), suggesting room for improvement in providing more or better experiential learning opportunities for all students.



Curriculum offers opportunities for experiential learning (field work, practical's, etc.). (Faculty of Engineering & Technology)

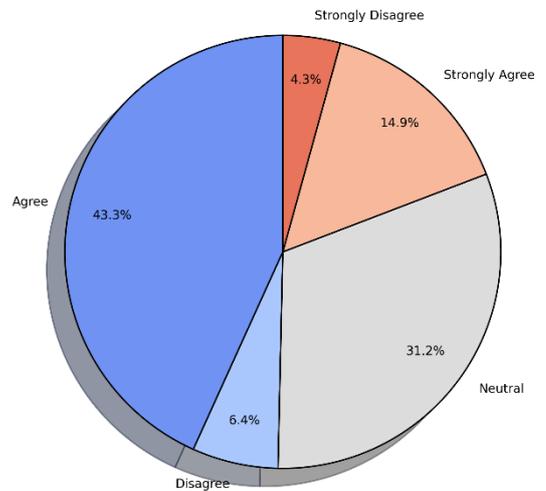
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**Assessment and Academic Support**

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

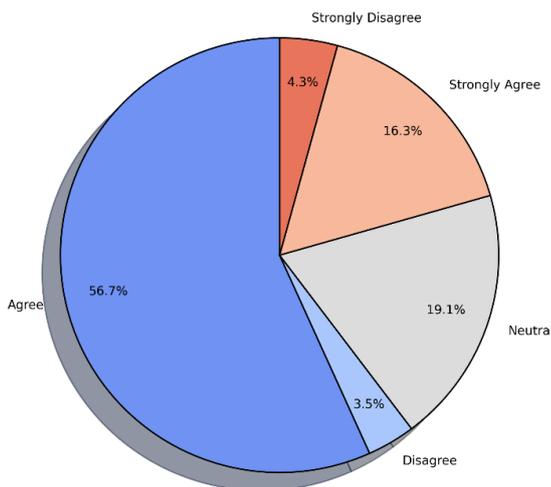
Most engineering students at SGT University (45.39%) rated the evaluation system as 4 out of 5 stars, indicating a generally positive perception of its transparency and fairness. A significant portion (31.21%) gave it a 3-star rating, suggesting some areas for improvement. The relatively low numbers of 1-star and 2-star ratings (4.26% each) and 5-star ratings (14.89%) suggest that while the system is largely acceptable, there's room to address concerns and potentially enhance its perceived fairness and transparency to achieve higher satisfaction levels.



The evaluation system is transparent and fairly implemented. (Faculty of Engineering & Technology)

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

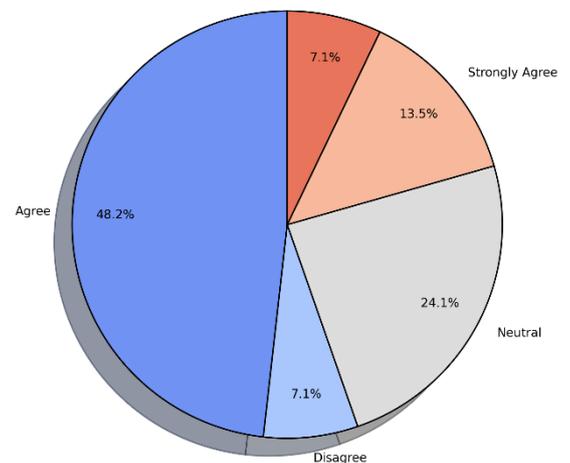
Most engineering and technology students at SGT University feel the curriculum provides adequate opportunities for internal assessments and feedback, with 56.74% giving it a 4-star rating. While a significant portion are satisfied, a noticeable number (around 23% combined) gave lower ratings (1, 2, and 3 stars), suggesting some students would appreciate more or better assessment opportunities and feedback mechanisms. The relatively small percentage of 5-star ratings implies there's room for improvement to fully optimize the internal assessment and feedback system.



Curriculum provides adequate opportunities for internal assessments and feedback. (Faculty of Engineering & Technology)

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

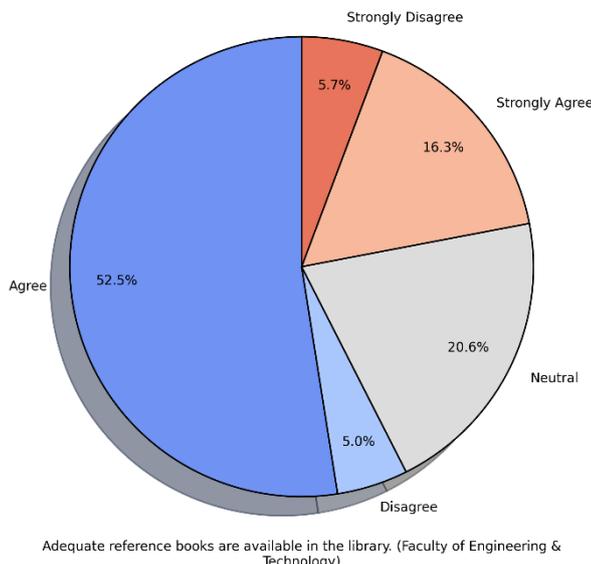
Most students (around 72%, combining 4 and 5-star ratings) feel that sufficient remedial and academic support is available for challenging subjects at the Faculty of Engineering & Technology, SGT University. While a significant portion find the support satisfactory (4-star ratings), a smaller group believes it could be better (1-3-star ratings). The relatively even distribution across the lower ratings suggests that while generally positive, there's room for improvement in ensuring all students receive the support they need.



Remedial and academic support is available for difficult subjects. (Faculty of Engineering & Technology)

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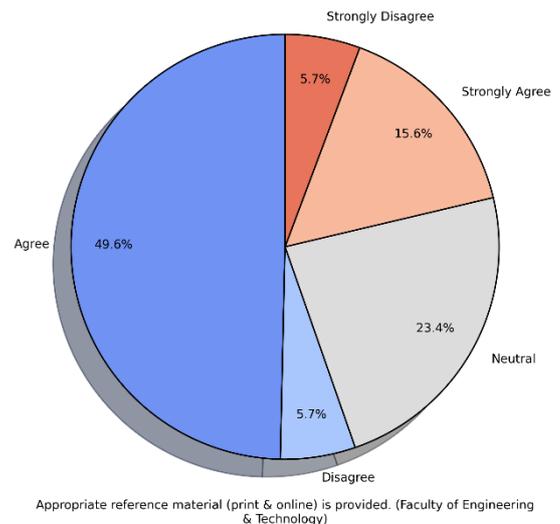


**4. Adequate reference books are available in the library.**

Most students (52.5%) rated the availability of adequate reference books in the library as 4 out of 5 stars, indicating a generally positive perception. A significant portion (20.6%) gave a neutral rating of 3 stars, while smaller percentages gave lower ratings (5.7% gave 1 star, 4.96% gave 2 stars, and 16.3% gave 5 stars). Overall, the feedback suggests that while the library's reference book collection is largely satisfactory for students, there's room for improvement based on the considerable number of 3-star ratings and the relatively small number of 5-star ratings.

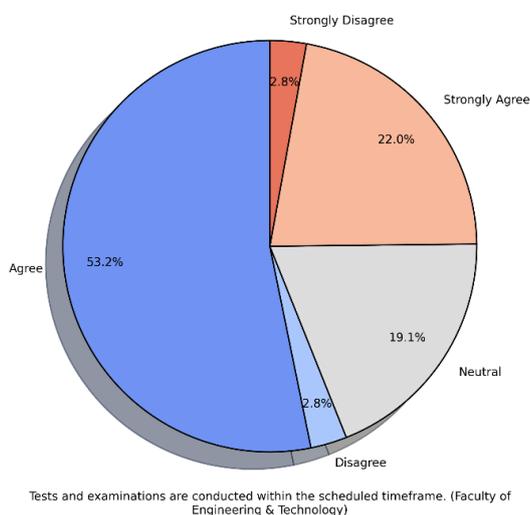
**5. Appropriate reference material (print & online) is provided.**

Most engineering and technology students at SGT University (almost 50%) rated the availability of appropriate reference materials (both print and online) as a 4 out of 5 stars, indicating a generally positive perception. A significant proportion (around 23%) gave a 3-star rating, suggesting some room for improvement. Fewer students rated it as 1, 2, or 5 stars, implying that while a majority are satisfied, there's a smaller group who are either highly satisfied or significantly dissatisfied with the resources provided. Overall, the feedback shows a predominantly positive but not overwhelmingly enthusiastic view of the reference materials.



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

Most engineering students at SGT University (53.19%) rated the adherence to scheduled test and examination times as 4 out of 5 stars, indicating a generally positive experience. A significant portion (21.99%) gave it the highest rating (5 stars), while a smaller number (19.15%) gave a neutral 3-star rating. The low percentages of 1-star and 2-star ratings (2.84% each) suggest that while there's room for minor improvement, most students feel exams are largely conducted on schedule.

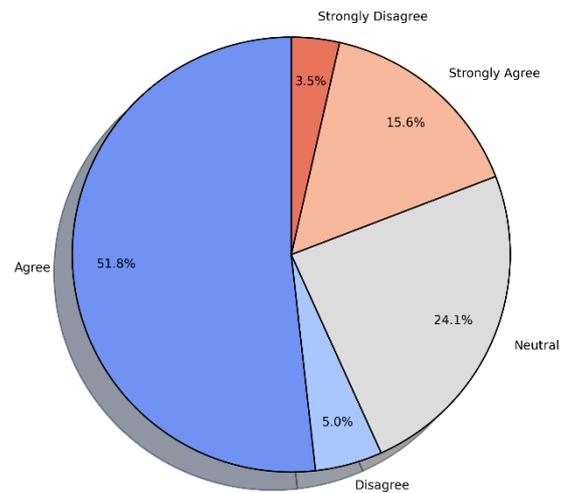


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**7. Examination and evaluation pattern of the university is satisfactory.**

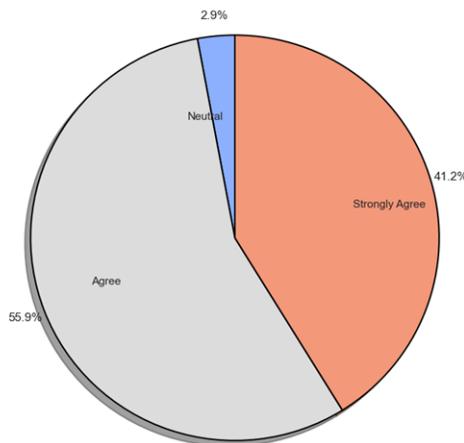
Most students (51.77%) at SGT University's Faculty of Engineering & Technology are satisfied with the examination and evaluation pattern, rating it 4 out of 5 stars. A significant portion (24.11%) gave a neutral rating of 3 stars, while smaller groups gave ratings of 2 stars (4.96%), 5 stars (15.6%), and 1 star (3.55%). Overall, the feedback suggests a generally positive view of the university's assessment methods, although there's room for improvement based on the number of students providing lower ratings.



Examination and evaluation pattern of the university is satisfactory. (Faculty of Engineering & Technology)

**Teacher's Feedback**

**Curriculum Design & Delivery**



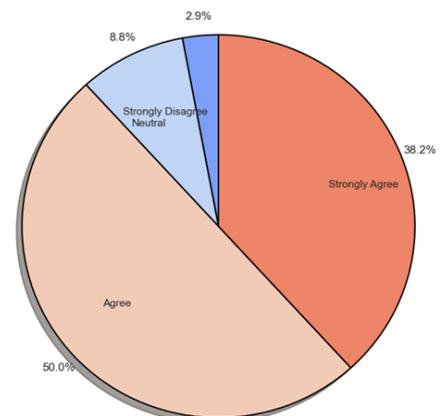
The curriculum is well-structured and aligned with program objectives. (Faculty of Engineering & Technology)

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

The feedback overwhelmingly indicates a positive perception of the Faculty of Engineering & Technology's curriculum at SGT University. A significant majority (55.88%) of teachers rated the curriculum's structure and alignment with program objectives as 4 out of 5 stars, with a further 41.18% giving it a top 5-star rating. While a small percentage (2.94%) provided a 3-star rating, the overall sentiment strongly suggests a high level of satisfaction with the curriculum's design and effectiveness in achieving its intended goals.

**2. Curriculum includes sufficient interdisciplinary components**

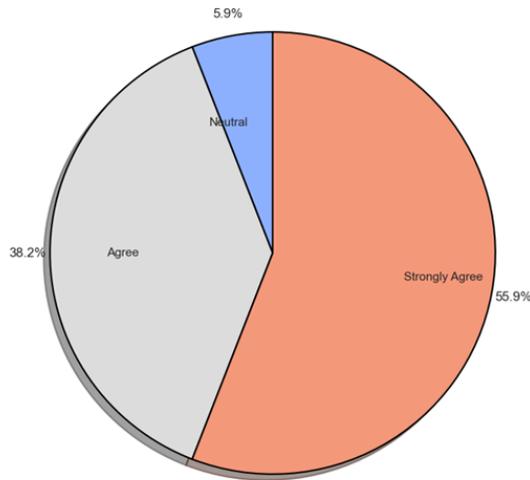
The feedback on the curriculum's interdisciplinary components reveals a largely positive perception among Faculty of Engineering & Technology teachers at SGT University. While a small percentage gave it a 1-star rating (2.94%), the majority of respondents awarded 4 or 5 stars (88.24%), indicating a significant level of satisfaction with the interdisciplinary aspects of the curriculum. The presence of a notable proportion of 3-star ratings (8.82%) suggests that while generally positive, there's room for minor improvements to further enhance the interdisciplinary nature of the curriculum.



Curriculum includes sufficient interdisciplinary components. (Faculty of Engineering & Technology)

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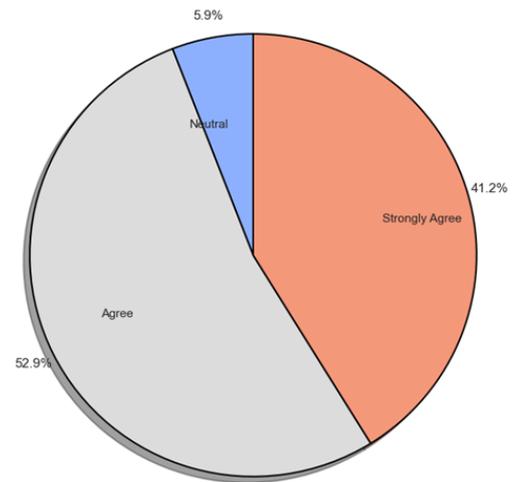
The curriculum is updated regularly to meet industry and societal needs. (Faculty of Engineering & Technology)

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

The overwhelming majority of Faculty of Engineering & Technology teachers at SGT University (94.12%) rate the curriculum's alignment with industry and societal needs as either 4 or 5 stars, indicating a high level of satisfaction with its currency and relevance. While a small percentage (5.88%) gave a 3-star rating, the data strongly suggests the curriculum update process effectively meets the needs of both industry and society

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

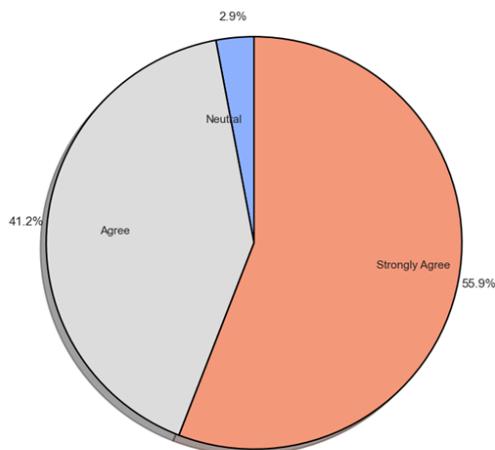
The feedback from Faculty of Engineering & Technology teachers at SGT University overwhelmingly indicates a high level of satisfaction with the academic flexibility offered to students. While a small percentage rated the flexibility as average (3 stars), a significant majority rated it as good (4 stars) and excellent (5 stars), suggesting that the current system of electives and CBCS is largely effective in meeting the needs of the student population



Academic flexibility (electives, CBCS, etc.) is sufficient for students. (Faculty of Engineering & Technology)

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

The overwhelmingly positive feedback from Faculty of Engineering & Technology teachers at SGT University indicates strong satisfaction with the curriculum's incorporation of emerging areas like AI, IoT, and sustainability. While a small percentage gave a 3-star rating (2.94%), the vast majority rated it highly, with 41.18% awarding 4 stars and a substantial 55.88% giving it the top 5-star rating. This suggests that the curriculum effectively integrates these crucial modern technologies and concepts, aligning with current industry demands and best practices.



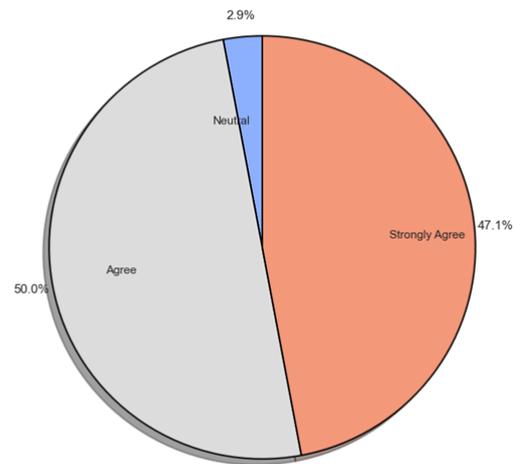
The curriculum incorporates emerging areas (AI, IoT, Sustainability, etc.). (Faculty of Engineering & Technology)

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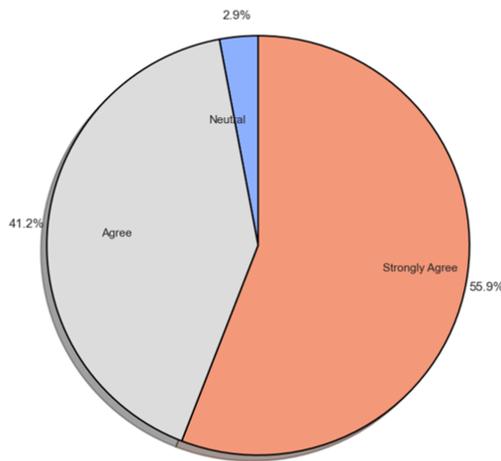
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**6. Skill-based and value-added courses are well-integrated into the curriculum.**

The overwhelming majority of Faculty of Engineering & Technology teachers at SGT University rate the integration of skill-based and value-added courses into the curriculum highly, with 97% giving it a 4 or 5-star rating. While a small percentage (approximately 3%) provided a 3-star rating, the dominant positive feedback indicates a strong level of satisfaction with the current curriculum design in this specific area. This suggests the university's efforts to incorporate practical skills and value-added learning are largely successful.



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



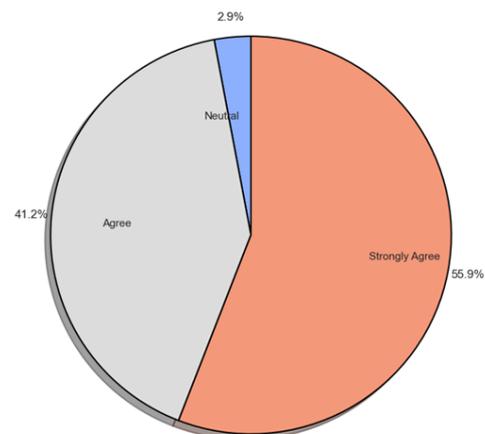
Internships, projects, and field work are effectively embedded in the syllabus. (Faculty of Engineering & Technology)

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

The overwhelming majority of Faculty of Engineering & Technology teachers at SGT University (97.06%) rate the integration of internships, projects, and fieldwork into the syllabus as either 4 or 5 stars, indicating a high level of satisfaction with the current approach. While a small percentage (2.94%) provided a 3-star rating, the predominant positive feedback suggests the curriculum effectively incorporates practical, hands-on learning experiences

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

The feedback from Faculty of Engineering & Technology teachers at SGT University overwhelmingly indicates strong encouragement of pedagogical innovations like ICT tools, experiential learning, and flipped classrooms. While a small percentage gave a 3-star rating (2.94%), the vast majority rated the encouragement highly, with 41.18% providing 4 stars and a significant 55.88% awarding the highest 5-star rating. This suggests a generally positive perception and successful implementation of innovative teaching methodologies within the faculty.



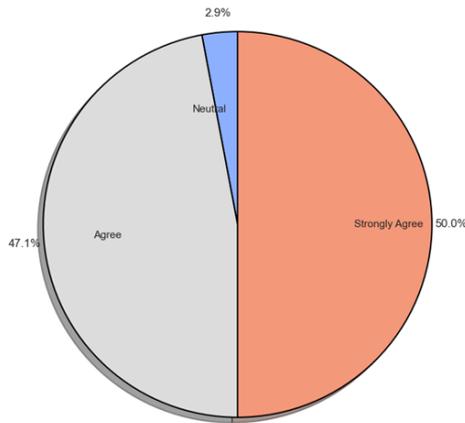
Pedagogical innovations (ICT tools, experiential learning, flipped classroom) are encouraged. (Faculty of Engineering & Technology)

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**Teaching-Learning and Evaluation**

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

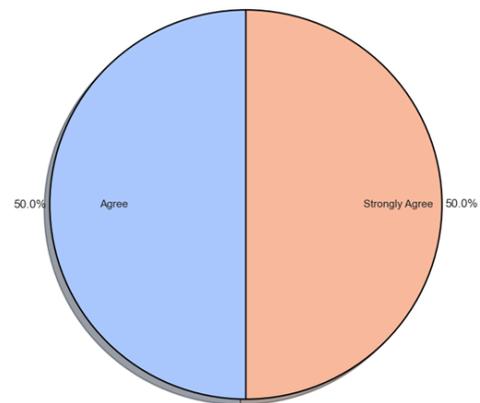


The teaching-learning process is student-centric and participative. (Faculty of Engineering & Technology)

The overwhelming majority of Faculty of Engineering & Technology teachers at SGT University rate the teaching-learning process as highly student-centric and participative, with 97% giving it a 4 or 5-star rating. While a small percentage (2.94%) provided a 3-star rating, the predominantly positive feedback suggests a strong emphasis on active student involvement in the learning process. This indicates a generally successful implementation of student-centered teaching methodologies within the faculty.

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

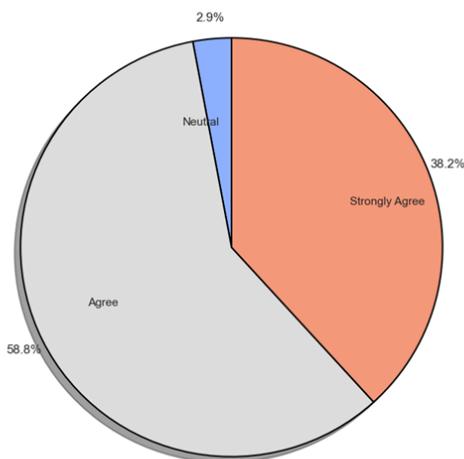
The feedback from Faculty of Engineering & Technology teachers at SGT University regarding the fairness, transparency, and outcome-based nature of the evaluation process is overwhelmingly positive. An equal number of respondents awarded the process a 4-star and 5-star rating, indicating a high level of satisfaction with the system's perceived equity and clarity, and its focus on achieving measurable results. This suggests a strong foundation for the current evaluation process, though further investigation could explore areas for potential improvement to achieve even higher satisfaction levels.



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

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

The overwhelming majority of teachers at SGT University's Faculty of Engineering & Technology (97.06%) rate the availability of remedial classes and academic support for slow learners as either 4 or 5 stars, indicating a high level of satisfaction with the current provisions. While a small percentage (2.94%) gave a 3-star rating, the feedback predominantly suggests that these support systems are effective and well-regarded within the faculty.



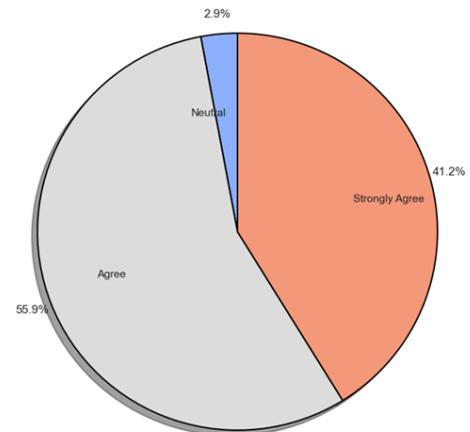
Remedial classes and academic support are available for slow learners. (Faculty of Engineering & Technology)

## Faculty of Engineering & Technology Feedback Analysis

2024-2025

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

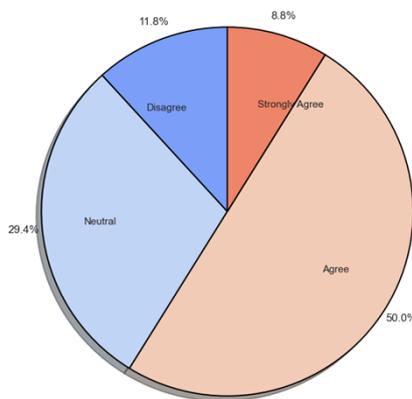
Teacher feedback at SGT University's Faculty of Engineering & Technology overwhelmingly indicates strong support for the provision of additional learning opportunities for advanced students. While a small percentage gave a 3-star rating (2.94%), the vast majority rated the encouragement of advanced learners with extra opportunities at 4 stars (55.88%) and 5 stars (41.18%), demonstrating a high level of satisfaction with this aspect of the program. This suggests the university's efforts in this area are largely successful and appreciated by the teaching staff.



Advanced learners are encouraged with additional learning opportunities. (Faculty of Engineering & Technology)

## Research, Development & Extension

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

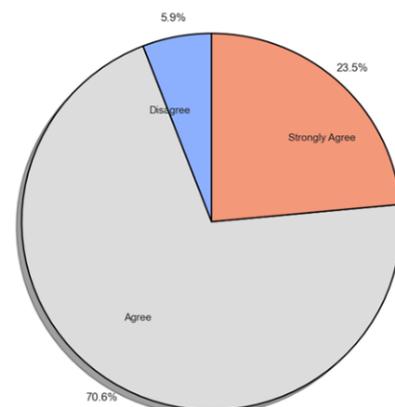


Adequate facilities and support are available for research activities. (Faculty of Engineering & Technology)

The feedback indicates a generally positive but not overwhelmingly enthusiastic perception of research facilities and support at the Faculty of Engineering & Technology, SGT University. While a significant majority (50%) rated the facilities and support as 4 out of 5 stars, a substantial portion (29.41%) gave a 3-star rating, suggesting room for improvement. The relatively low percentages of 2-star (11.76%) and 5-star (8.82%) ratings suggest that while some dissatisfaction exists, the overall experience is mostly positive, with a potential for enhancing research infrastructure and support to achieve higher levels of satisfaction.

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

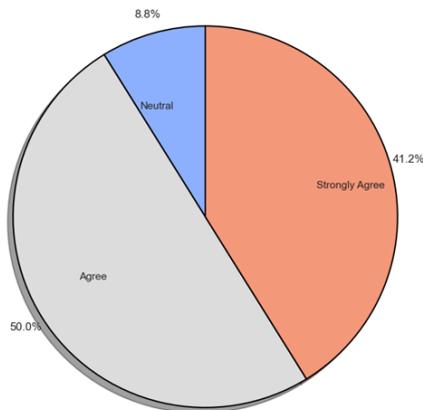
The feedback from Faculty of Engineering & Technology teachers at SGT University overwhelmingly indicates a strong encouragement for publishing in reputed journals and conferences. While a small percentage (5.88%) gave a 2-star rating, the vast majority (70.59%) rated the encouragement a 4 out of 5 stars, with a further 23.53% giving the highest possible rating of 5 stars. This suggests a largely positive perception of the institution's support for academic publishing.



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

## Faculty of Engineering & Technology Feedback Analysis

2024-2025



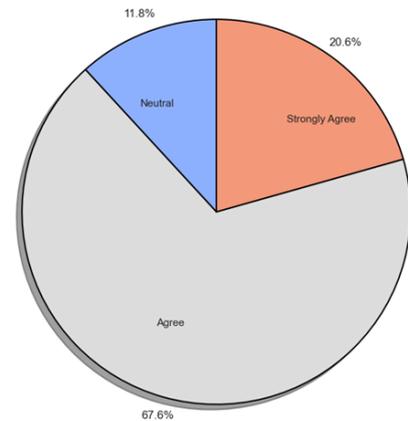
The institution supports participation in FDPs, workshops, and conferences. (Faculty of Engineering & Technology)

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

The majority of teachers at SGT University's Faculty of Engineering & Technology (81.18%) rate the institution's support for participation in FDPs, workshops, and conferences as either 4 or 5 stars, indicating a high level of satisfaction. While a smaller percentage (8.82%) gave a 3-star rating, the overall feedback suggests strong institutional support for faculty professional development activities.

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

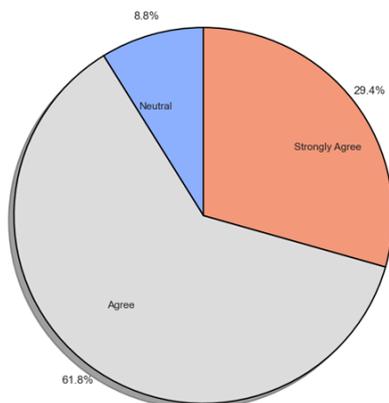
Faculty of Engineering & Technology teachers at SGT University largely rate industry/institutional collaborations for research and training positively. While a small percentage (11.76%) gave a 3-star rating, indicating some room for improvement, the vast majority (88.24%) provided 4-star and 5-star ratings, demonstrating a high level of satisfaction with the existing collaborations. This suggests strong existing partnerships and a generally positive perception of the opportunities provided for research and training within the faculty.



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

## 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 Engineering & Technology)

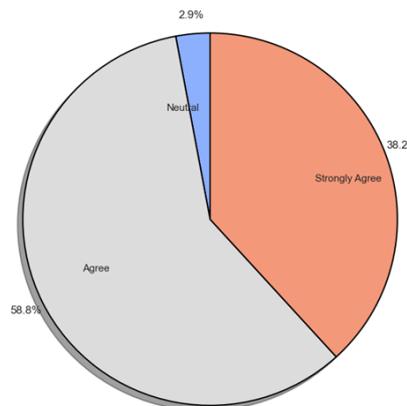
The feedback on campus infrastructure at SGT University's Faculty of Engineering & Technology shows overwhelmingly positive sentiment. While a small percentage (8.82%) rated the maintenance as average (3 stars), most respondents rated it highly, with 61.76% giving it a 4-star rating and 29.41% giving it a top 5-star rating. This indicates a strong level of satisfaction among faculty with the condition and upkeep of classrooms, labs, and library facilities.

Faculty of Engineering & Technology Feedback Analysis

2024-2025

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

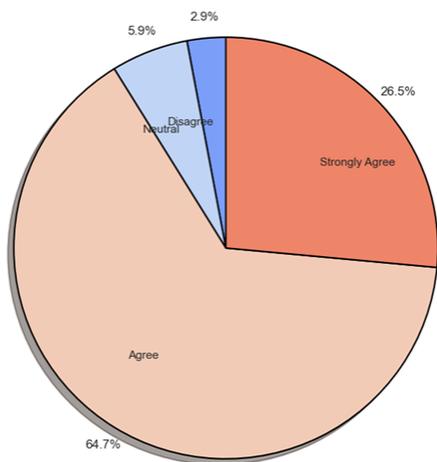
The overwhelming majority of teachers at the Faculty of Engineering & Technology, SGT University, rate the ICT infrastructure as adequate, with 58.82% giving it a 4-star rating and a further 38.24% awarding it 5 stars. A relatively small percentage (2.94%) gave a 3-star rating, suggesting that while most are satisfied, a minor area for improvement exists. Overall, the feedback indicates a high level of satisfaction with the existing ICT infrastructure.



ICT infrastructure (projectors, internet, smart classrooms) is adequate. (Faculty of Engineering & Technology)

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

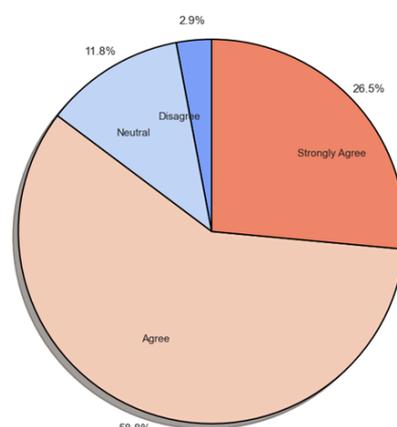
The overwhelming majority of teachers at SGT University's Faculty of Engineering & Technology (81.18%) rate their laboratory facilities and equipment as either good (4 stars) or excellent (5 stars), indicating a high level of satisfaction with the resources available. While a smaller proportion provided 2-star and 3-star ratings (3-star ratings slightly outnumber 2-star ratings), the data strongly suggests that the university's investment in laboratory infrastructure and regular upgrades is largely effective and well-received by the faculty.



Laboratory facilities and equipment are sufficient and regularly upgraded. (Faculty of Engineering & Technology)

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

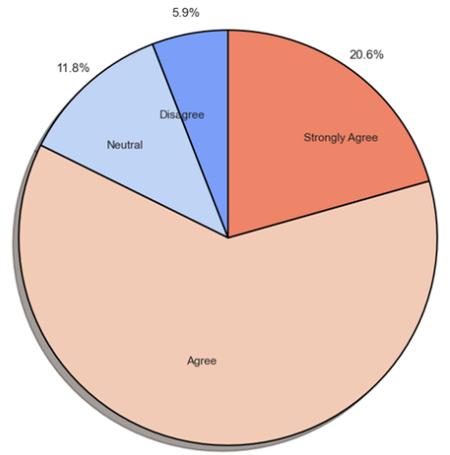
The feedback from Faculty of Engineering & Technology teachers at SGT University indicates a largely positive perception of the library's resources. While a small percentage gave 2 or 3-star ratings, the majority (58.82%) rated the library's resources as 4 stars, suggesting adequate provision, and a significant portion (26.47%) even gave the highest 5-star rating, highlighting a strong level of satisfaction. Overall, the data suggests the library is effectively meeting the resource needs of the faculty, with room for minor improvement based on the smaller percentage of lower ratings.



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

## Faculty of Engineering & Technology Feedback Analysis

2024-2025



There is access to online learning platforms and academic databases. (Faculty of Engineering & Technology)

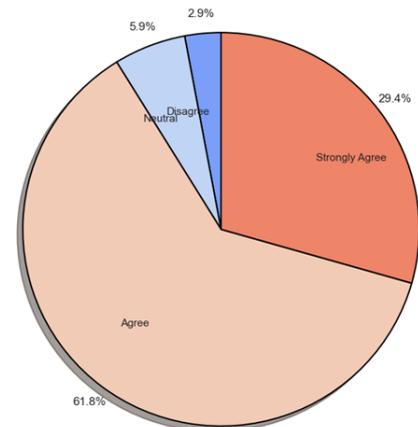
### 5. There is access to online learning platforms and academic databases.

The feedback from teachers at SGT University's Faculty of Engineering & Technology indicates a largely positive perception of access to online learning platforms and academic databases. While a minority rated access as only 2 or 3 stars (17.64% combined), the vast majority (82.35%) gave ratings of 4 or 5 stars, signifying a high level of satisfaction with the resources available. The significant proportion of 4-star ratings suggests that while the resources are generally well-regarded, there may be room for minor improvements to achieve widespread 5-star satisfaction.

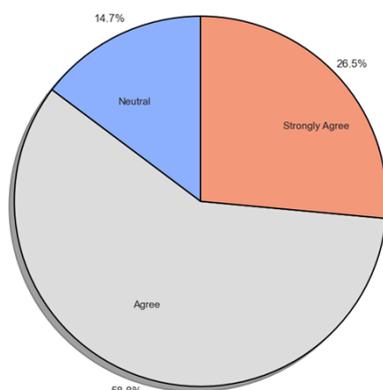
## Institutional Governance & Support

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

The overwhelming majority of teachers at SGT University's Faculty of Engineering & Technology (71.17%) rated the institution's provision of professional development opportunities as either 4 or 5 stars, indicating a high level of satisfaction. While a smaller percentage gave 2- or 3-star ratings (38.82%), the predominantly positive feedback suggests that the university is largely successful in supporting its faculty's professional growth. The relatively low number of 2-star ratings compared to the significant number of 4- and 5-star ratings highlights a positive trend.



The institution provides opportunities for professional development. (Faculty of Engineering & Technology)



Administrative procedures are transparent and teacher-friendly. (Faculty of Engineering & Technology)

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

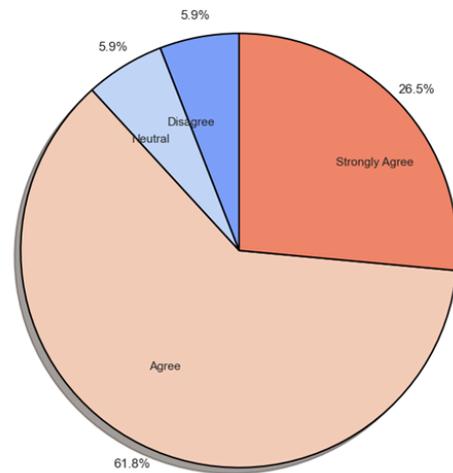
The feedback indicates a largely positive perception of administrative procedures at the Faculty of Engineering & Technology, SGT University. While a minority of teachers rated the transparency and teacher-friendliness as average (3 stars), a significant majority rated them as good (4 stars) or excellent (5 stars), suggesting that the administrative processes are generally well-regarded and effective from the teachers' perspective. The high proportion of 4 and 5-star ratings highlights an area of strength for the faculty.

Faculty of Engineering & Technology Feedback Analysis

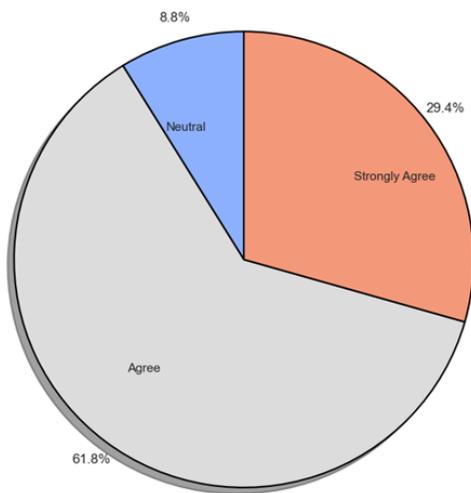
2024-2025

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

The overwhelming majority of teachers at SGT University's Faculty of Engineering & Technology (61.76%) rated the welfare and support facilities as satisfactory (4 stars), indicating a generally positive perception. While a smaller but notable portion (26.47%) gave the highest rating (5 stars), a combined 11.76% provided lower ratings of 2 and 3 stars, suggesting that there's room for improvement to fully satisfy all faculty members' needs regarding medical, financial, and counselling support. The data shows predominantly positive feedback but highlights the need for addressing the concerns of the minority who expressed less satisfaction.



Welfare and support facilities (medical, financial, counselling) are satisfactory. (Faculty of Engineering & Technology)



Feedback from teachers is considered in curriculum development and policy. (Faculty of Engineering & Technology)

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

The feedback from teachers at SGT University's Faculty of Engineering & Technology overwhelmingly indicates a positive perception of the institution's consideration of teacher feedback in curriculum development and policy. While a small percentage rated the process at three stars, the vast majority (61.76%) gave a four-star rating, demonstrating considerable satisfaction, and a substantial portion (29.41%) awarded the highest rating of five stars, suggesting a strong belief in the impact of their feedback. Overall, the data strongly suggests a generally effective system for incorporating teacher input into decision-making processes.

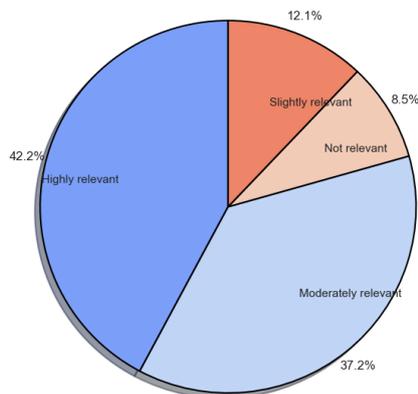
Faculty of Engineering & Technology Feedback Analysis

2024-2025

**Alumni Feedback**

**Feedback on Curriculum**

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

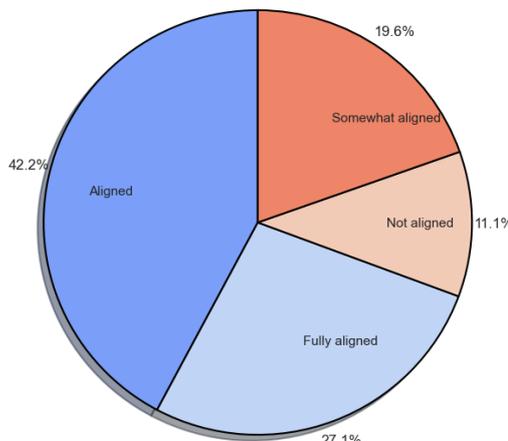


How relevant was the curriculum to your current job or career? (Alumni)

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?**

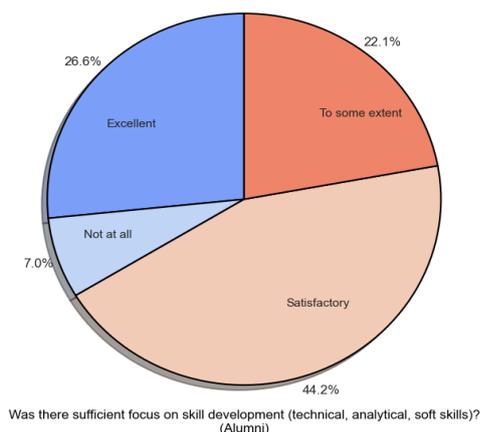
SGT University alumni feedback shows that a significant majority (almost 70%) felt the curriculum was either aligned or fully aligned with current industry standards. While a smaller portion (around 20%) felt it was only somewhat aligned, a relatively small percentage (about 11%) felt the curriculum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



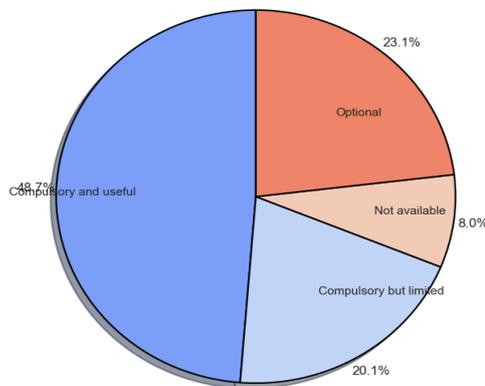
Was there sufficient focus on skill development (technical, analytical, soft skills)? (Alumni)

Faculty of Engineering & Technology Feedback Analysis

2024-2025

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

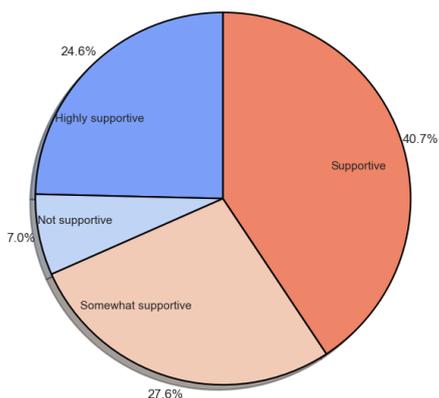
SGT University alumni feedback shows that almost half (48.74%) found internship/apprenticeship opportunities to be both compulsory and beneficial to their studies. A significant portion (20.1%) felt these opportunities were compulsory but limited in scope, while a smaller number (23.12%) reported them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

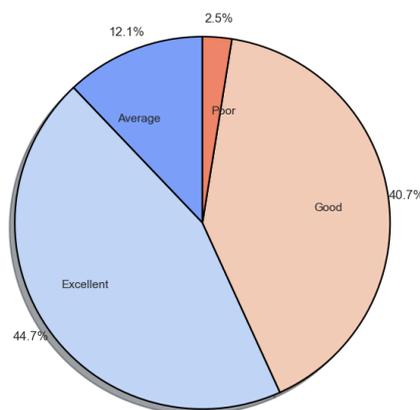


Did the program support your preparation for higher studies or competitive exams? (Alumni)

**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.

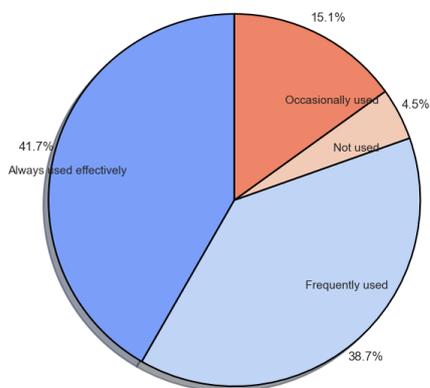


How would you rate the quality of teaching resources (faculty, books, materials)? (Alumni)

## Faculty of Engineering & Technology Feedback Analysis

2024-2025

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

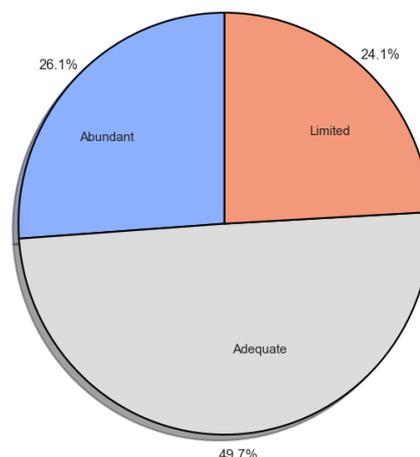


Use of modern teaching aids and learning platforms (PPTs, LMS, etc.): (Alumni)

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.

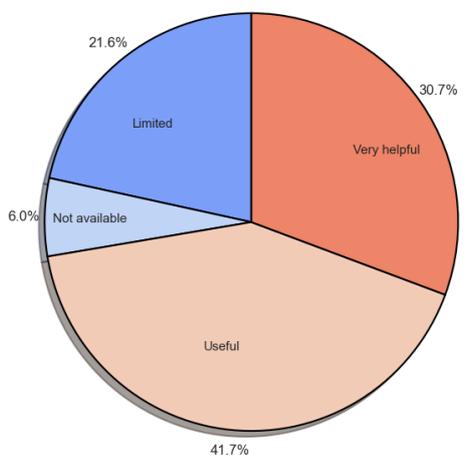
### 3. Opportunities to participate in research, innovation, or entrepreneurship:

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.

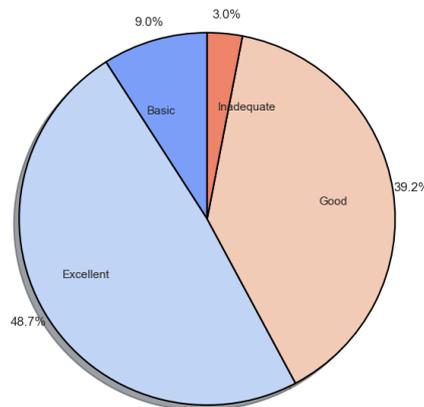
Faculty of Engineering & Technology Feedback Analysis

2024-2025

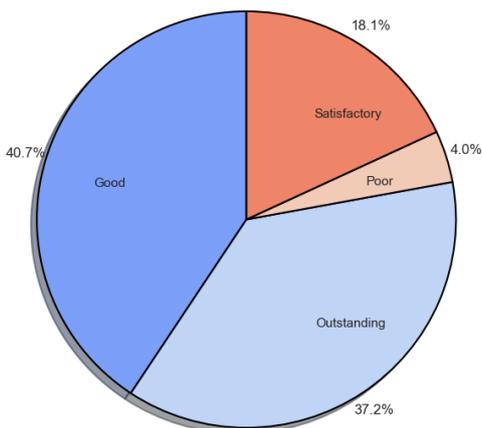
**Campus Facilities & Infrastructure**

**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)



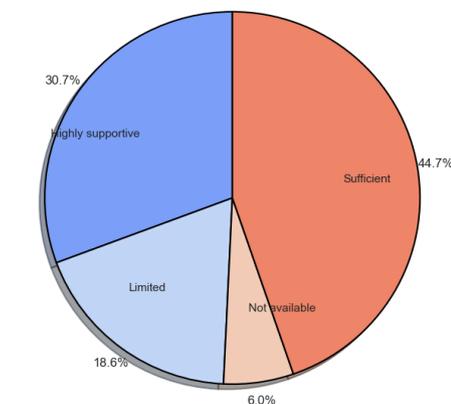
Facilities provided (Library, Labs, Internet, Hostel, Sports): (Alumni)

**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:**

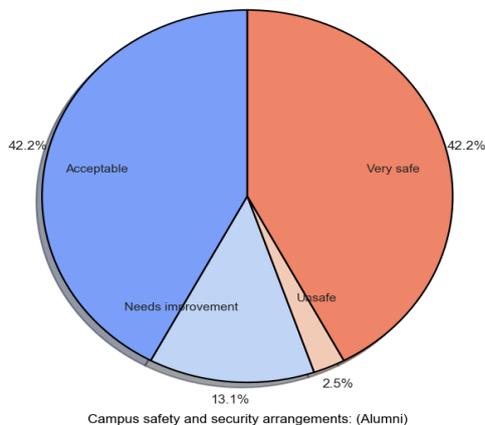
SGT University alumni feedback shows that a significant majority (44.72%) found the availability of digital and physical resources for self-learning and projects to be sufficient. A considerable portion (30.65%) rated the resources as highly supportive, indicating positive experiences. However, a notable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

2024-2025



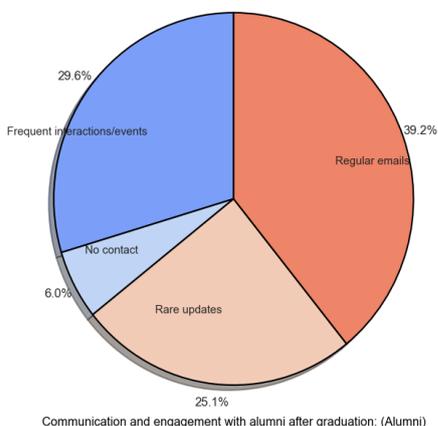
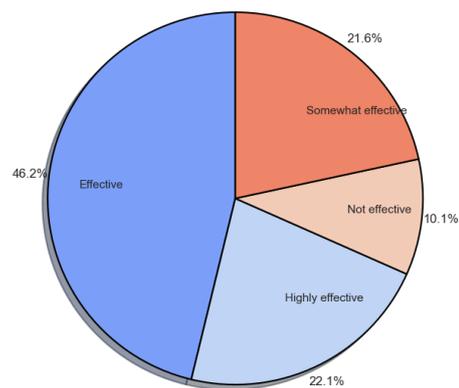
### 4. Campus safety and security arrangements:

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.



### 2. Communication and engagement with alumni after graduation:

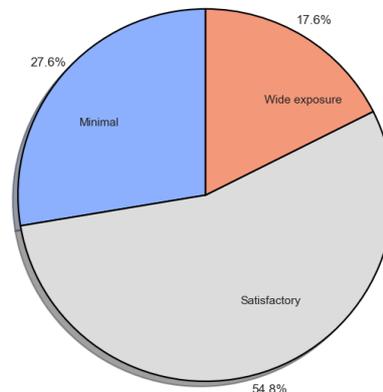
Over half (52.2%) at SGT COP, SGT University rate experiential learning as 5 stars, with 25.5% at 4 stars. Dissent is minimal (2.5–3.1%), reflecting strong hands-on components.

Faculty of Engineering & Technology Feedback Analysis

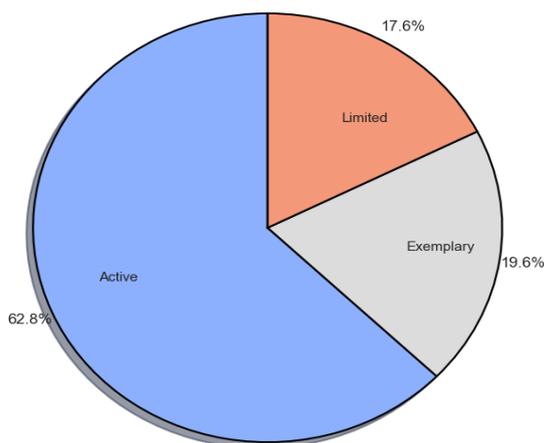
2024-2025

**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)

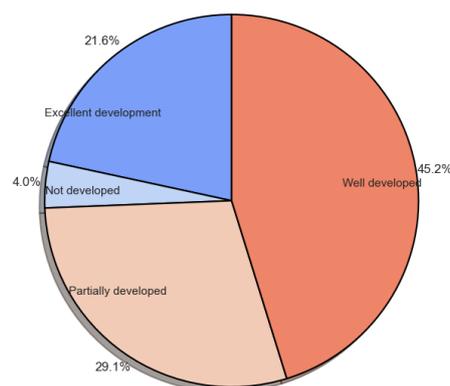
**4. Contribution of university towards social responsibility & sustainability:**

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.

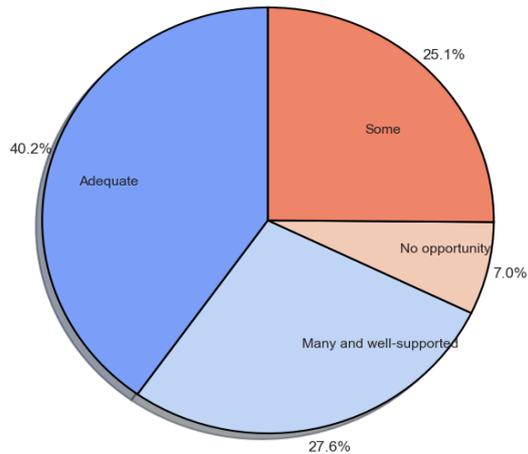


Development of personality, leadership, and communication skills: (Alumni)

Faculty of Engineering & Technology Feedback Analysis

2024-2025

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

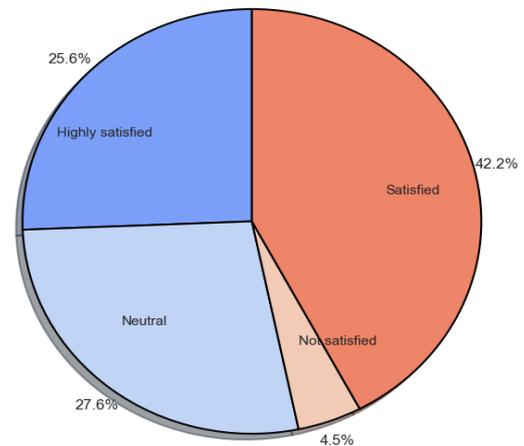


Opportunities to lead student activities/startups/projects during course: (Alumni)

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 Engineering & Technology Feedback Analysis

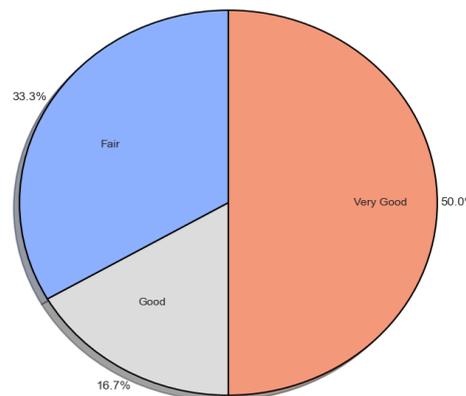
2024-2025

**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?**

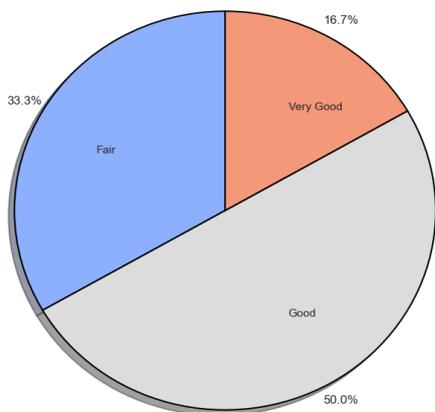
Employer feedback on SGT University graduates' subject knowledge and skills shows a mixed bag. While half of the employers rated graduates at 4 out of 5 stars, indicating a good level of proficiency, a significant portion (one-third) gave only a 2-star rating, suggesting some concerns about the graduates'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



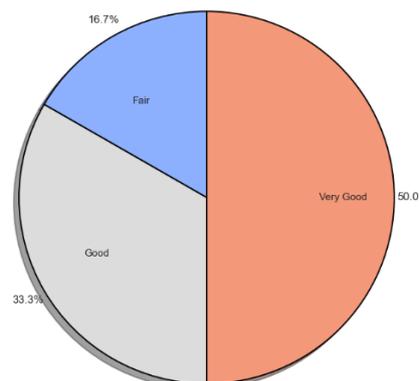
Are SGT graduates effective in team collaboration and clear in both verbal and written communication? (Employer)

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.



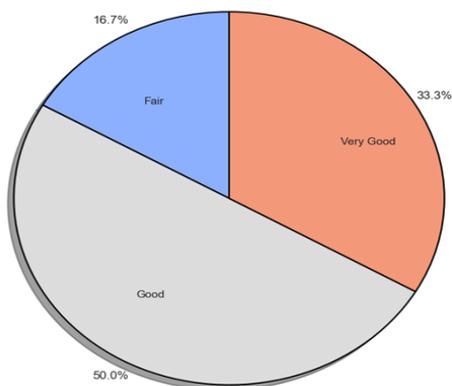
Do SGT graduates consistently demonstrate professionalism and uphold ethical standards in their roles? (Employer)

Faculty of Engineering & Technology Feedback Analysis

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**Adaptability and Leadership Potential**

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



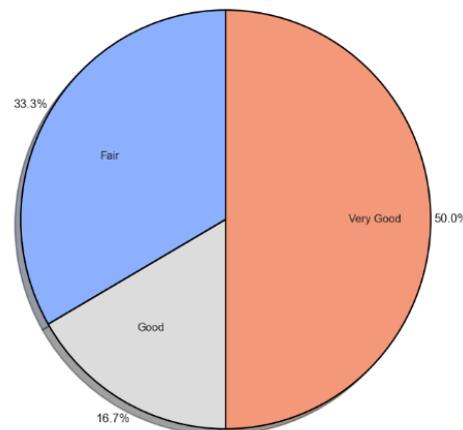
How would you assess the adaptability, initiative, and leadership potential of SGT graduates within your organization? (Employer)

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

**Overall Satisfaction**

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

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



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

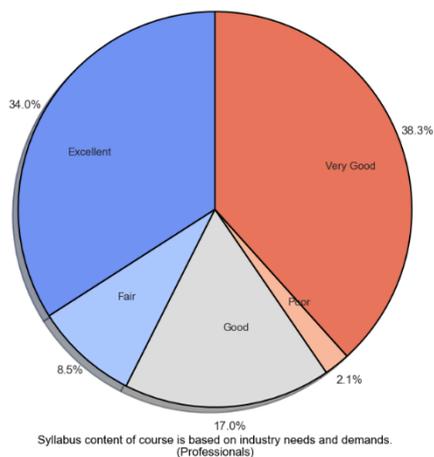
Faculty of Engineering & Technology Feedback Analysis

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**Professionals Feedback**

**Feedback on Curriculum**

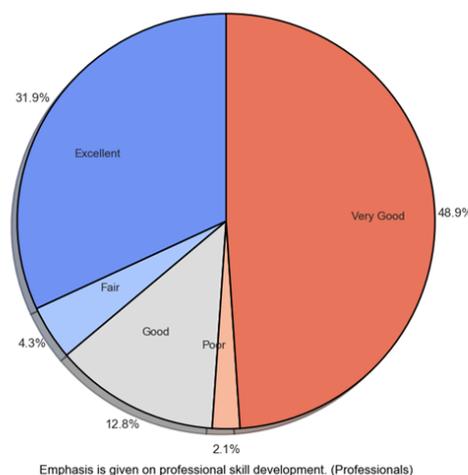
**1. Syllabus content of course is based on industry needs and demands.**



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.

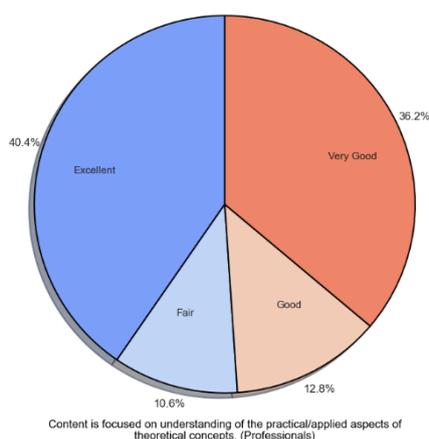
**2. Emphasis is given on professional skill development.**

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

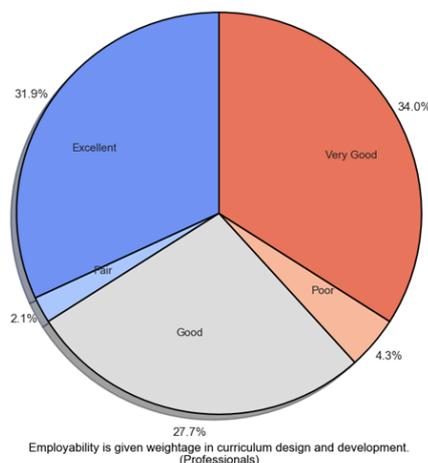


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2024-2025

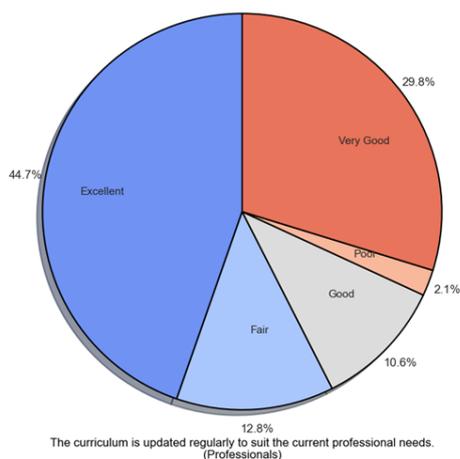
### 4. Employability is given weightage in curriculum design and development.?

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



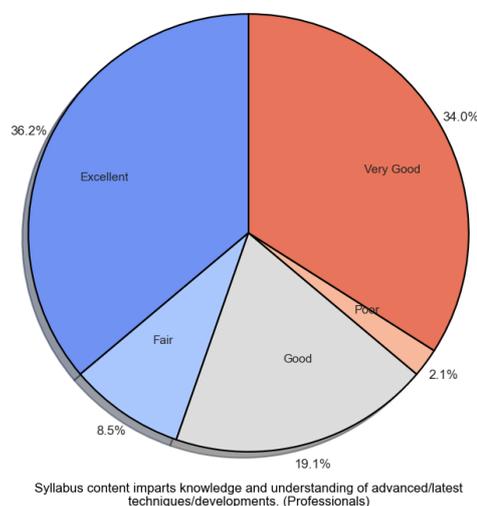
### 5. The curriculum is updated regularly to suit the current professional needs.

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



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

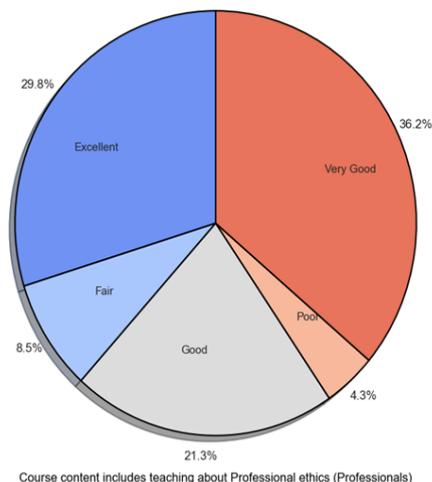
The feedback from Professionals at SGT University shows that a significant majority (over 70%) rated the syllabus content as either excellent (5 stars) or good (4 stars) in terms of imparting knowledge of advanced and latest techniques. While a smaller portion (around 27%) gave it a neutral (3 stars)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



Faculty of Engineering & Technology Feedback Analysis

2024-2025

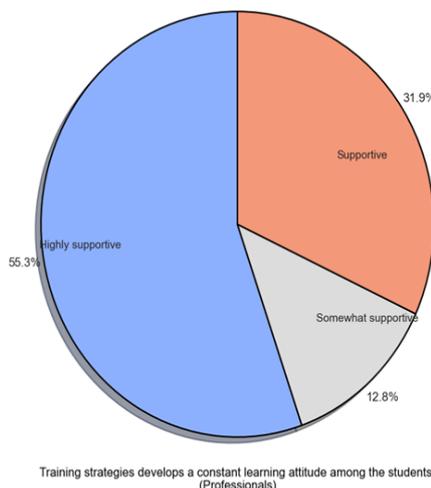
**7. Course content includes teaching about Professional ethics**



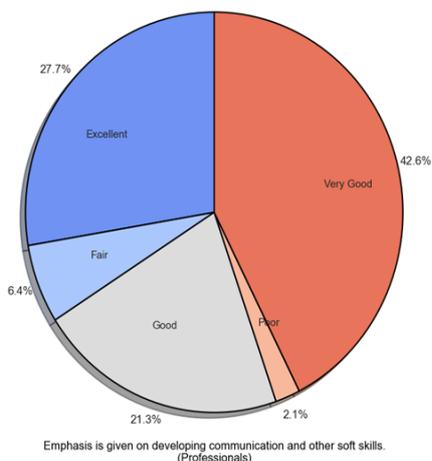
Professionals at SGT University generally view the course content's coverage of professional ethics positively, with the majority (36.17%) giving it a 4-star rating and a significant portion (29.79%) rating it 5 stars. However, a notable minority expressed less satisfaction, with a combined 12.77% giving 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.**



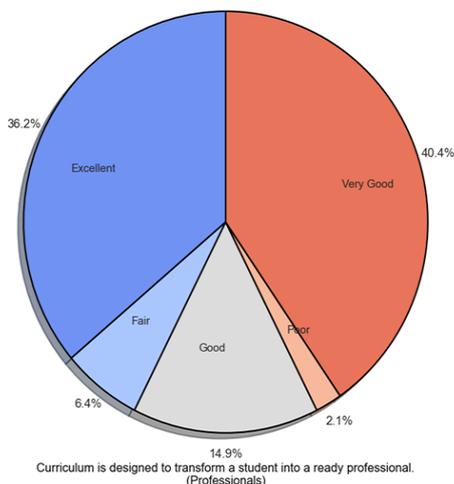
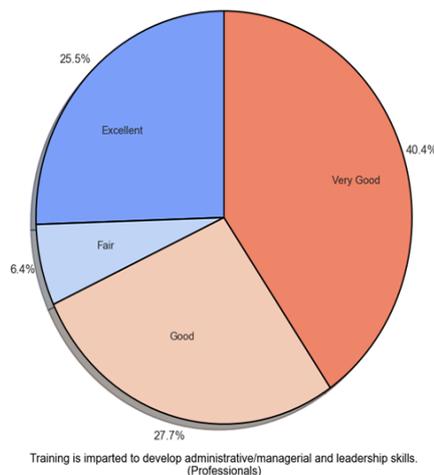
Professionals at SGT University generally feel that the emphasis on developing communication and other soft skills is good, with the majority (42.55%) giving it a 4-star rating. While a significant portion (27.66%) rated it highly with 5 stars, a smaller but noticeable number (21.28%) gave it a neutral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

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

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



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

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



**Internal Quality Assurance Cell**  
**Faculty of Engineering & Technology (FEAT) Feedback Analysis**  
**2024-2025**

**ATR Summary Report (Faculty of Engineering & Technology)**

S. no.	Context	Student Feedback	IQAC Recommendation	Action Taken
1.	<b>Administrative Improvements</b>	Students have expressed a desire for a more efficient management system and a consistently functioning ERP. They also suggested considering Saturday as a non-instructional day to reduce academic fatigue.	IQAC recommended a comprehensive audit of the management processes to enhance administrative efficiency. The IT Department was directed to ensure uninterrupted ERP availability.	<ol style="list-style-type: none"> <li>1. This revised ERP system was newly launched in the last semester, which led to some difficulties and problems in adaptation, but training was conducted and further improvements are now being made.</li> <li>2. Regular ERP meeting with coordinators and SOE updating with other process are streamlined to minimize downtime. Also, students are instructed and faculty are interacted for easy in usage of ERP.</li> </ol>
2.	<b>Curriculum Enhancement</b>	Most feedback was positive, with students describing their experience as “Good,” “Normal,” and recommending the curriculum. Students requested modern and advanced subjects such as AI, Machine Learning, and foreign languages (German).	IQAC advised integrating AI and Machine Learning modules in the upcoming curriculum revision. It also directed the curriculum committee to review and replace non-aligned subjects with high-value additions such as foreign languages or business studies.	<ol style="list-style-type: none"> <li>1. Curriculum revision and enhancement is regular and newer fields like AI for Everyone, AI, Machine learning, additive manufacturing, Data Visualization etc. already integrated in the curriculum.</li> <li>2. Benchmarking of subjects with national and international reputed institute is done and revision in curriculum is initiated and implemented in 2025 syllabus and BOS. All courses are mapped with industry experts present in BOS, also industry advisory board had an agenda of syllabus updating which are incorporated.</li> </ol>
3.	<b>Examination Structure &amp; Gaps</b>	Students requested adequate gaps between exams, stating that the current schedule does not allow sufficient time for preparation.	IQAC recommended redesigning the examination timetable to ensure sufficient spacing between exams for effective student revision.	<ol style="list-style-type: none"> <li>1. The examination department has revised the assessment policy. The new assessment system has been introduced.</li> <li>2. Continuous assessment implemented with new unit assessment exams whose schedule is flexible, and teacher can schedule the assessment after discussing with students.</li> </ol>
4.	<b>Infrastructure &amp; Laboratory Upgradation</b>	Students requested improved lab facilities and modern equipment, saying that some items feel outdated.	IQAC advised a detailed laboratory audit and prioritized procurement of new, industry-standard equipment.	<ol style="list-style-type: none"> <li>1. New equipment being added regularly with introduction of specialized labs like Forvia Hella Lab, Hydrogen testing lab etc. Also, apart from modern equipment, old equipment is still useful to explain basics and showcase developmental stages in a particular field.</li> <li>2. The advanced CTM (Compression Testing Machine) has already been procured. Procurement of selected equipment has been initiated in a phased manner.</li> <li>3. A comprehensive infrastructure audit has been conducted across all CSE laboratories, including Software Labs, AI/ML Labs, and Networking Labs. Furthermore, SGT University is exploring partnerships with industry collaborators such as Red Hat, AWS Academy, and NVIDIA to enhance lab capabilities and provide students with hands-on exposure to cutting-edge technologies.</li> <li>4. Review of Magazines, journals, textbooks and reference books is in pipeline.</li> </ol>

5.	<b>Practical &amp; Experiential Learning</b>	Students requested increased practical exposure, real-world problem-solving, and the use of AI apps for project development.	IQAC recommended integrating practical project-based learning, incorporating AI tools into coursework, and increasing exposure to real-world challenges and industrial processes.	<ol style="list-style-type: none"> <li>1. The Engineering has organised various hands-on workshops to enhance the practical exposure of the students for the mentioned topics. The industrial visits, site visits, Guest Lecture, Seminar, Projects and guided to use AI-based tools and applications wherever relevant are regularly conducted in the department for the student to be aware of the real-world problems and their solutions.</li> <li>2. MoU has also been initiated with the industries.</li> <li>3. Newer teaching methods already being implemented using ICT tools (progress monitored by CEAPS). Also, practical courses were added, and now practical exposure has increased to about 50% in the revised curriculum.</li> <li>4. Dedicated AI project sessions, coding workshops, and industry-led masterclasses are being planned</li> </ol>
6	<b>Resource Availability (Study Material)</b>	Students asked for better and more comprehensive study materials to support exam preparation.	IQAC directed faculty to ensure that high-quality, complete study materials are provided to students at the beginning of each module.	<ol style="list-style-type: none"> <li>1. The learning plans and zero lectures were shared with the students for the courses to get an idea about the topics covered in the courses. Also, according to the new teaching pedagogy, the different teaching methodologies, such as the Flipped classroom, Experiential Learning, were adopted by the faculty members to enhance the facilitation process along with the study materials.</li> <li>2. Standardized formats for notes, presentations, and reference materials were adopted to ensure uniformity and quality. Continuous assessment replaced the conventional exam-based assessment. And with the incorporation of NEP, learning has improved and study materials are provided prior to the commencement of second week of classes.</li> <li>3. To improve academic support resources, all faculty members have been directed to upload complete and high-quality study materials—including lecture notes, PPTs, problem sets, and reference videos—on the Learning Management System (LMS) at the beginning of every module.</li> </ol>
7.	<b>Timing &amp; Academic Calendar</b>	Students again highlighted that a Saturday holiday would help reduce the intensity of a six-day academic week.	IQAC advised the administration to carefully examine the academic calendar and consider structuring Saturdays as non-instructional days, depending on feasibility and compliance.	The department is working as per the administration guidelines. The possibility of designating Saturdays as non-instructional or activity-based days was discussed, keeping regulatory requirements in mind. Saturday is mostly non-instructional reserved only for special classes / assignments / project work/industrial visit etc. Also 1st and 3rd Saturdays are completely off for faculty and students both.

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# SGT UNIVERSITY

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