



# 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 Education



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

## **FEEDBACK 2024-2025**

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



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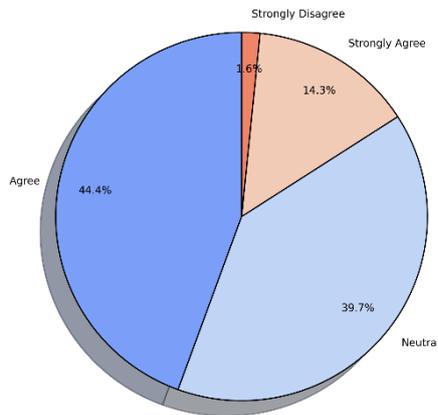
Faculty of Education Feedback Analysis

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Student's Feedback

Curriculum Design and Content

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

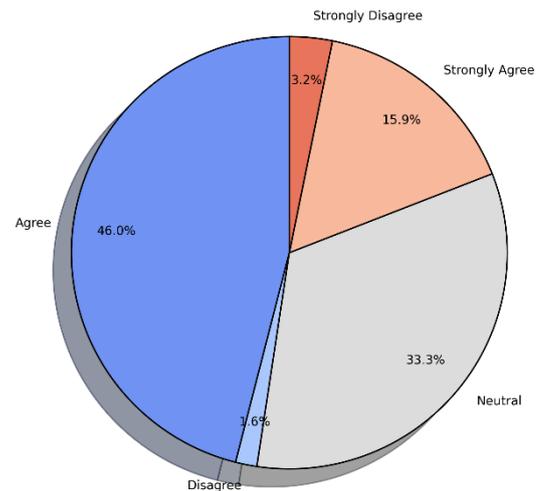


The curriculum is well-structured and logically sequenced. (Faculty of Education)

Most students at SGT University's Faculty of Education (around 84%) rated the curriculum's structure and sequencing as either good (4 stars) or very good (5 stars). While a significant portion found it well-structured, a smaller group (around 40%) gave it a 3-star rating, suggesting some room for improvement in the logical flow for a subset of students. A very small percentage (around 2%) gave it the lowest rating. Overall, the feedback indicates a generally positive perception of the curriculum's organization.

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

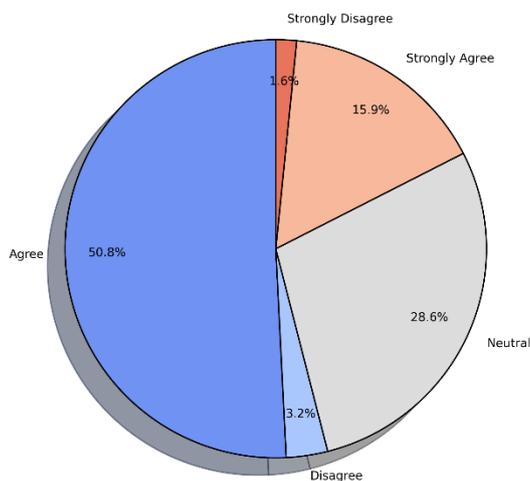
Most students at SGT University's Faculty of Education (46.03%) rated the clarity of course objectives and outcomes as 4 out of 5 stars, indicating a generally positive perception. A significant portion (33.33%) gave a 3-star rating, suggesting some room for improvement. Relatively few students gave lower ratings (1 or 2 stars, totalling 4.76%), while approximately 16% gave the highest rating (5 stars). Overall, the feedback shows that while most students find the course objectives and outcomes adequately defined and communicated, there's an opportunity to enhance clarity and further improve communication for a better student experience.



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

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

Most students (50.79%) rated the syllabus content as highly relevant (4 stars) to current industry and academic trends, indicating a strong positive perception. A significant portion (28.57%) gave a neutral rating (3 stars), while fewer students felt the syllabus was only somewhat relevant (3.17% gave 2 stars and 1.59% gave 1 star). A smaller group (15.87%) rated the syllabus as extremely relevant (5 stars). Overall, the feedback suggests a predominantly positive view of syllabus relevance, though there's room for improvement based on the sizable neutral response.



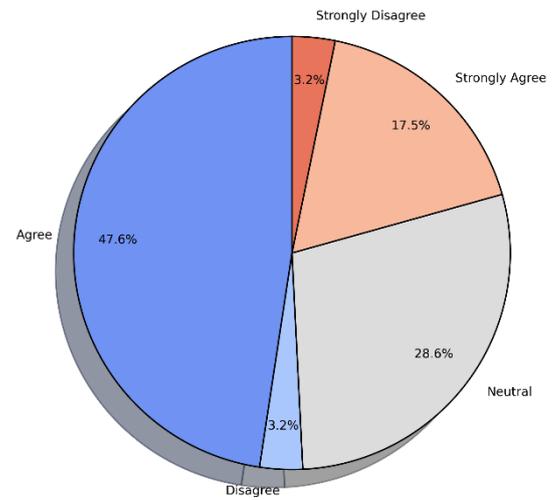
The syllabus content is relevant to current industry and academic trends. (Faculty of Education)

Faculty of Education Feedback Analysis

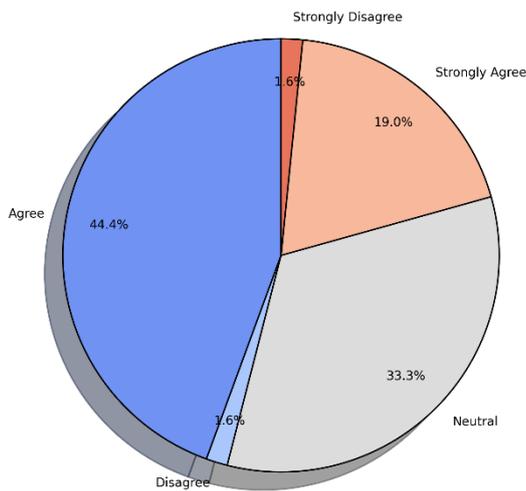
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**4. The curriculum promotes critical thinking and problem-solving abilities.**

Most students (47.62%) rated the curriculum's promotion of critical thinking and problem-solving skills as 4 out of 5 stars, indicating a largely positive perception. A significant portion (28.57%) gave it a 3-star rating, suggesting some areas for improvement. Relatively few students gave it a 1 or 2-star rating (3.17% each), showing that major dissatisfaction was not widespread. Overall, the feedback suggests the curriculum is generally effective in fostering these important skills, but there's room to enhance it based on the considerable number of 3-star ratings.



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



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

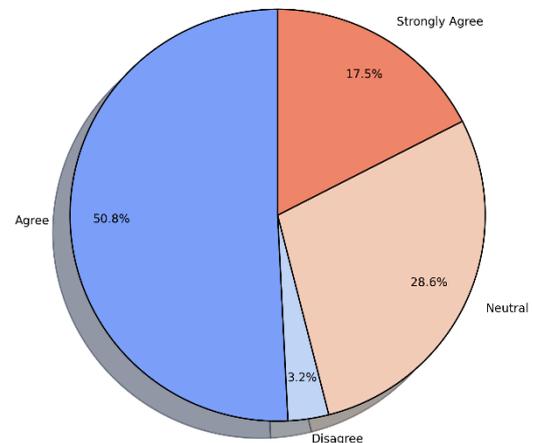
**5. Curriculum is updated periodically to meet global and national standards.**

Most students (around 80%) at the SGT University Faculty of Education rated the curriculum's updates favourably, with a significant portion (44%) giving it a 4-star rating and another large group (33%) giving it 3 stars. A smaller number of students (around 30%) gave lower ratings, indicating some dissatisfaction with the curriculum's alignment with national and global standards, with roughly equal numbers giving it 1 and 2 stars. Overall, while most students find the curriculum updates satisfactory, there's room for improvement to address concerns raised by a notable minority.

**Skill Development and Employability**

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

Most students (50.79%) rated the courses highly (4 stars) regarding their help in building employability and entrepreneurial skills, indicating a generally positive perception. A significant portion (28.57%) gave a 3-star rating, suggesting some room for improvement. Relatively few students gave lower ratings (3.17% gave 2 stars), and a moderate number (17.46%) gave the highest rating (5 stars), showing that while many believe the courses are beneficial, there's still a segment that feels they could be even better at fostering these crucial skills.



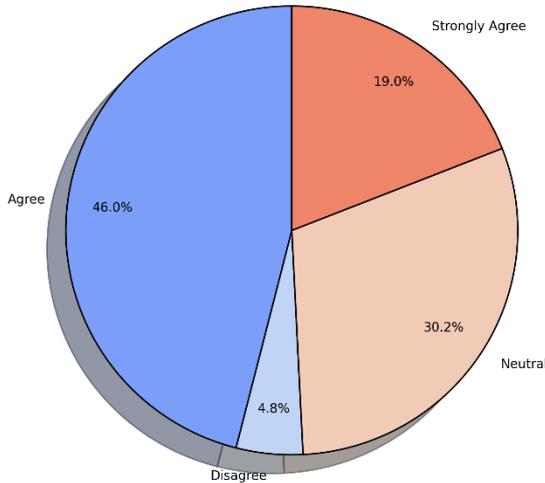
Courses help in building employability and entrepreneurial skills. (Faculty of Education)

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

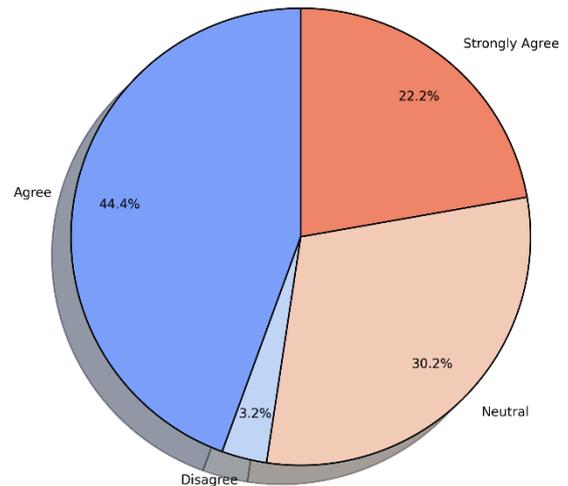
Most students (46.03%) at the Faculty of Education, SGT University rated the industry exposure in the curriculum as 4 out of 5 stars, indicating a largely positive perception. A significant portion (30.16%) gave it a 3-star rating, suggesting some areas for improvement. While fewer students gave it 2 stars (4.76%) or 5 stars (19.05%), the overall feedback points towards a generally satisfactory level of industry exposure, although opportunities for enhancement exist to better satisfy the expectations of a larger percentage of the student body.



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

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

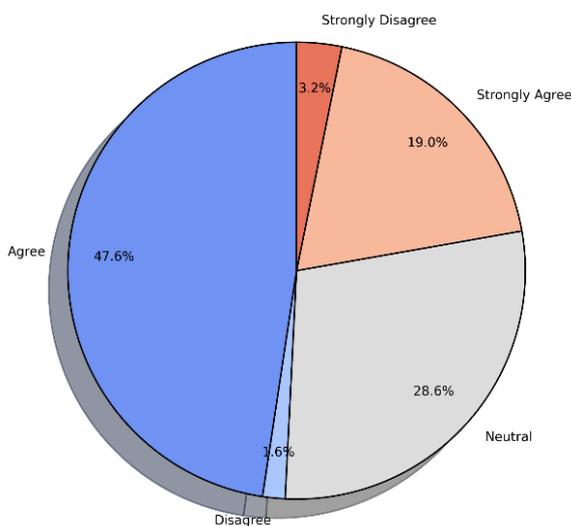
Most students (over 70%) at SGT University's Faculty of Education rated the alignment of skill-based courses with job market needs as either good (4 stars) or excellent (5 stars). While a smaller portion felt the alignment was satisfactory (3 stars), very few gave it a low rating (2 stars). Overall, the feedback suggests a largely positive perception of how well the university's skill-based courses prepare students for employment.



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

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

Most students (47.62%) rated the integration of ICT tools in the Faculty of Education's curriculum as 4 out of 5 stars, indicating a high level of satisfaction. A significant proportion (28.57%) gave it a 3-star rating, suggesting a generally positive view but with room for improvement. Relatively few students gave lower ratings (3.17% gave 1 star and 1.59% gave 2 stars), while 19.05% gave the highest rating of 5 stars, showing that while many students found the ICT integration good, there's still a segment who felt it could be better. Overall, the feedback suggests a generally positive perception of ICT integration, but further improvements could enhance the experience for all students.



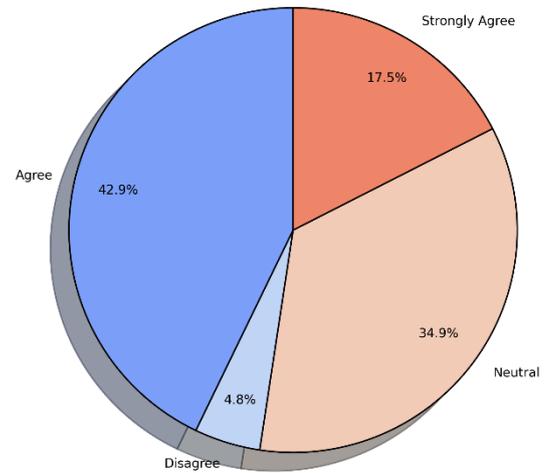
The curriculum integrates ICT (Information and Communication Technology) tools. (Faculty of Education)

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

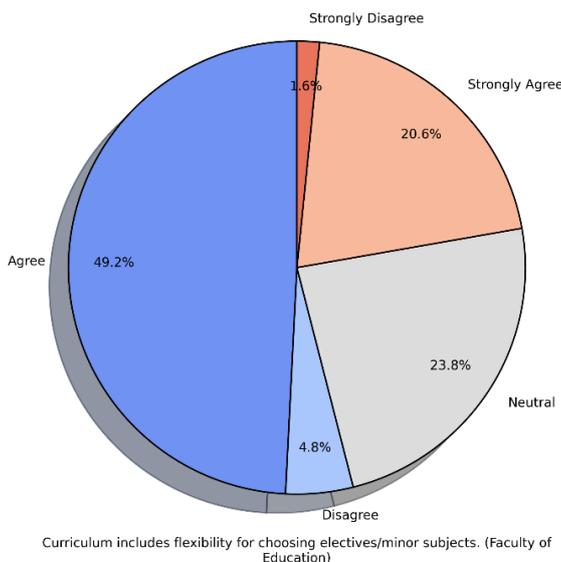
Most students at SGT University's Faculty of Education (42.86%) rated the curriculum's support for innovation, research, and startups as 4 out of 5 stars, indicating a generally positive perception. A significant portion (34.92%) gave it a 3-star rating, suggesting room for improvement. While fewer students gave it the highest rating (17.46%), the relatively low number of 2-star ratings (4.76%) suggests that major concerns are not widespread. Overall, the feedback shows a predominantly positive view of the curriculum's support for these areas, but there's potential for further enhancement.



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

## NEP 2020 Integration & Multidisciplinary Approach

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

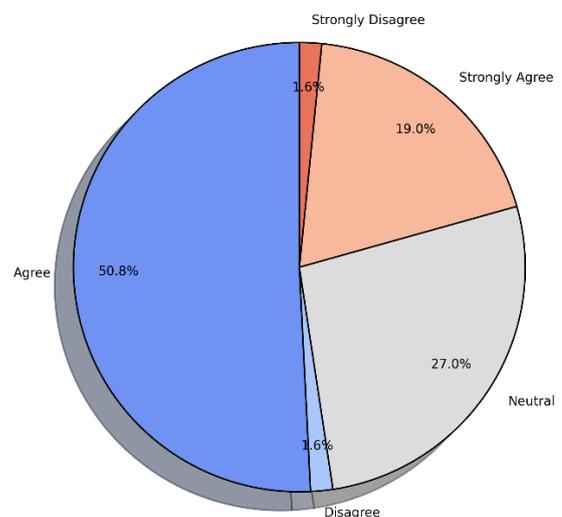


Curriculum includes flexibility for choosing electives/minor subjects. (Faculty of Education)

Most students (around 70%, combining 4 and 5-star ratings) are satisfied with the flexibility offered in choosing electives or minor subjects within the Faculty of Education's curriculum at SGT University. While a smaller portion (around 25%, combining 2 and 3-star ratings) hold a neutral to somewhat positive view, only a very small percentage (around 1.6%, 1-star rating) expressed significant dissatisfaction with the available choices. Overall, the feedback suggests a largely positive perception of curriculum flexibility.

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

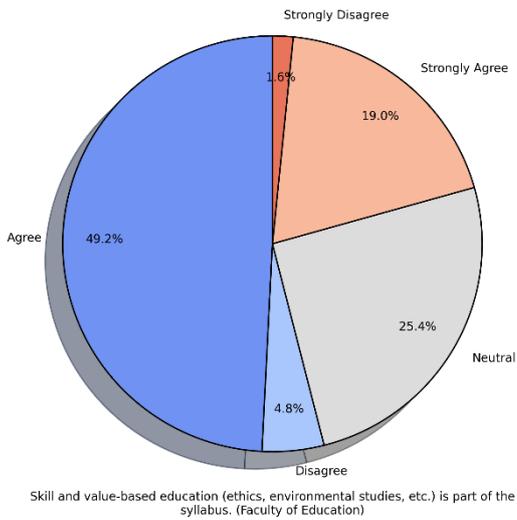
Most students at SGT University's Faculty of Education (50.79%) rated the encouragement of interdisciplinary/multidisciplinary learning as 4 out of 5 stars, indicating a largely positive view. A significant portion (26.98%) gave it a 3-star rating, suggesting some room for improvement. Relatively few students gave it a 1 or 2-star rating (1.59% each), showing that overwhelmingly, the approach is well received. The 5-star ratings (19.05%) further support the positive overall perception, suggesting a considerable number of students find interdisciplinary learning highly beneficial.



Interdisciplinary/multidisciplinary learning is encouraged. (Faculty of Education)

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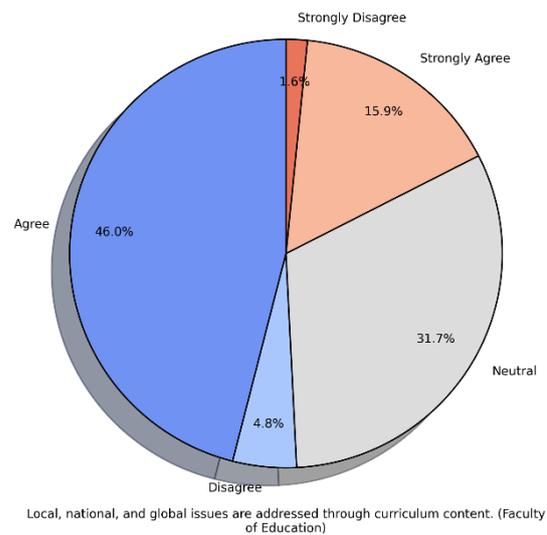


3. Skill and value-based education (ethics, environmental studies, etc.) is part of the syllabus.

Most students at SGT University's Faculty of Education (49.21%) 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 (25.4%) gave it a 3-star rating, suggesting general approval. While fewer students gave it lower ratings (1.59% gave 1 star and 4.76% gave 2 stars), a smaller percentage (19.05%) rated it a perfect 5 stars. Overall, the feedback shows largely positive student sentiment towards the integration of these crucial elements in their education.

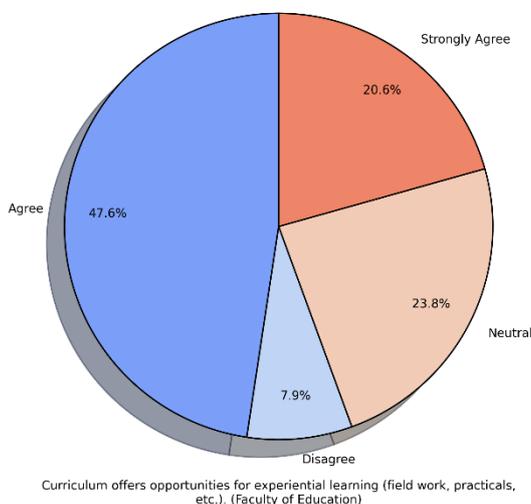
4. Local, national, and global issues are addressed through curriculum content.

Most students at SGT University's Faculty of Education feel the curriculum adequately addresses local, national, and global issues, with almost half (46%) giving it a 4-star rating and a significant portion (32%) rating it 3 stars. While a smaller number gave it 5 stars (16%), a relatively low percentage (about 6%) gave it only 1 or 2 stars, suggesting that while there's room for improvement, most students are generally satisfied with the curriculum's coverage of these important issues.



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

Most students (over 70%) at the SGT University Faculty of Education rated the curriculum's experiential learning opportunities as either good (4 stars) or excellent (5 stars), indicating a generally positive perception of the hands-on learning experiences provided. While a significant portion found it satisfactory (3 stars), a smaller number felt it could be improved (2 stars). The high proportion of 4 and 5-star ratings suggests that the curriculum is largely successful in incorporating fieldwork and practical components.



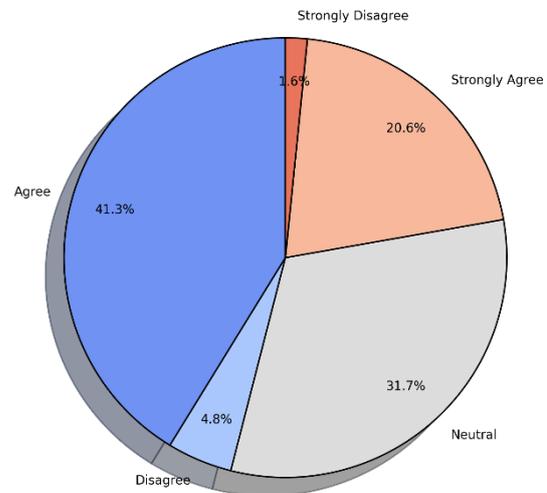
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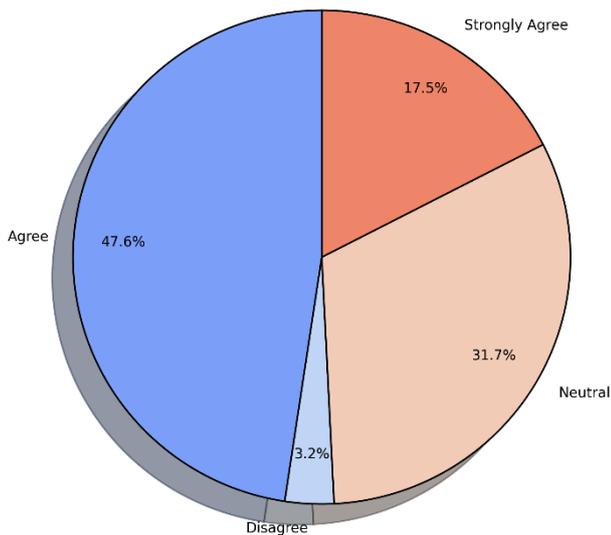
**Assessment and Academic Support**

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

Most students at SGT University's Faculty of Education (41.27%) rated the evaluation system as 4 out of 5 stars, indicating a largely positive perception of its transparency and fairness. A significant portion (31.75%) gave it a 3-star rating, suggesting some areas for potential improvement. While fewer students gave it 1 or 2 stars (1.59% and 4.76% respectively), the 20.63% of 5-star ratings show that a considerable number of students felt the system was excellent. Overall, the feedback leans towards a positive view of the evaluation system's transparency and fair implementation, though some room for refinement exists.



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



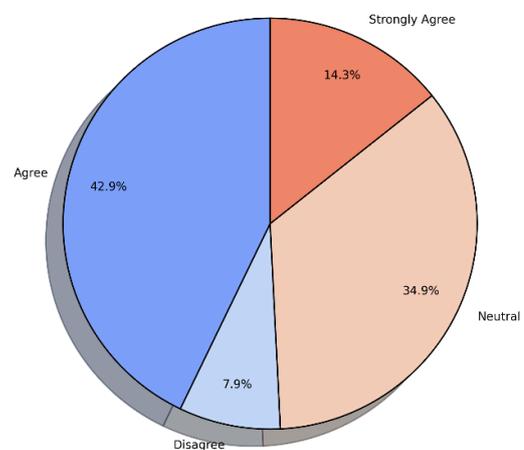
Curriculum provides adequate opportunities for internal assessments and feedback. (Faculty of Education)

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

Most students at SGT University's Faculty of Education feel the curriculum provides adequate opportunities for internal assessments and feedback, with nearly half (47.62%) giving it a 4-star rating. A significant portion (31.75%) rated it 3 stars, suggesting general satisfaction but room for improvement. Relatively few students gave it a 2-star rating (3.17%), while 17.46% gave it the highest rating of 5 stars. Overall, the data indicates a generally positive perception of the assessment and feedback opportunities within the curriculum, although there's potential for further enhancement based on the substantial number of 3-star ratings.

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

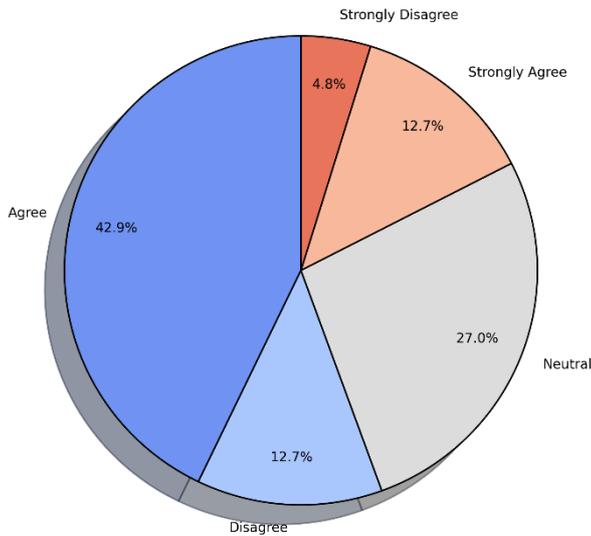
Most students at SGT University's Faculty of Education (42.86%) rated the availability of remedial and academic support for difficult subjects as four out of five stars, indicating a generally positive perception. A significant portion (34.92%) gave it a three-star rating, suggesting some areas for improvement. Fewer students gave it either two stars (7.94%) or the top rating of five stars (14.29%), showing that while generally well-received, the support system could benefit from enhancements to boost student satisfaction.



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

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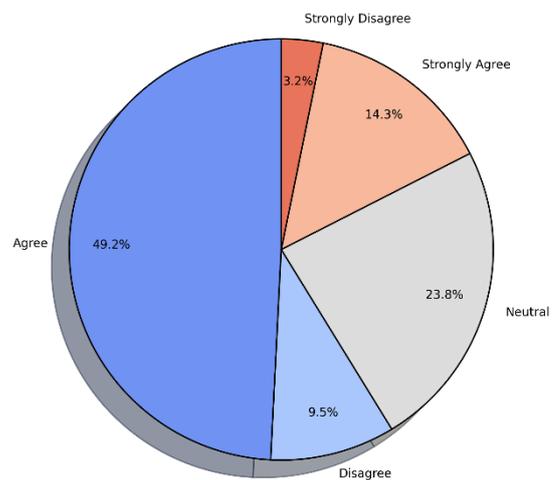
Adequate reference books are available in the library. (Faculty of Education)

4. Adequate reference books are available in the library.

Most students (42.86%) rated the availability of adequate reference books in the library as 4 out of 5 stars, indicating a generally positive perception. A significant portion (26.98%) gave a 3-star rating, suggesting some room for improvement. Fewer students gave lower ratings (12.7% each for 2 and 1 star), and a smaller group (12.7%) gave the highest rating of 5 stars. Overall, while the majority are satisfied, there's still a noticeable segment that feels the library's reference book collection could be better.

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

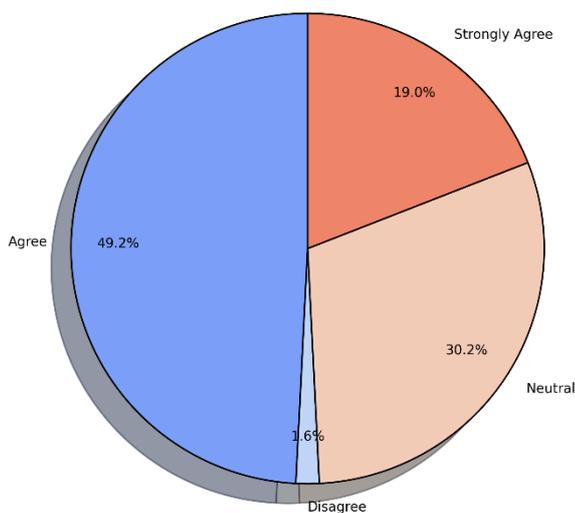
Most students at the SGT University Faculty of Education (49.21%) rated the availability of appropriate print and online reference materials as 4 out of 5 stars, indicating a generally positive perception. A significant portion (23.81%) gave it a 3-star rating, suggesting some room for improvement. Fewer students gave lower ratings (3.17% gave it 1 star, and 9.52% gave it 2 stars), while 14.29% gave the highest rating of 5 stars. Overall, while the majority are satisfied, there's still potential to enhance the provision of reference materials to better meet student needs.



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

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

Most students at SGT University's Faculty of Education (49.21%) rated the adherence to scheduled test and examination timeframes as 4 out of 5 stars, indicating a generally positive experience. A significant portion (30.16%) gave a 3-star rating, suggesting some room for improvement. Relatively few students provided lower ratings (1.59% gave 2 stars), while a smaller group (19.05%) gave the highest rating of 5 stars. Overall, the feedback shows that while most students are satisfied with the timeliness of tests and exams, there's still potential for enhancing the scheduling process to better meet student expectations.



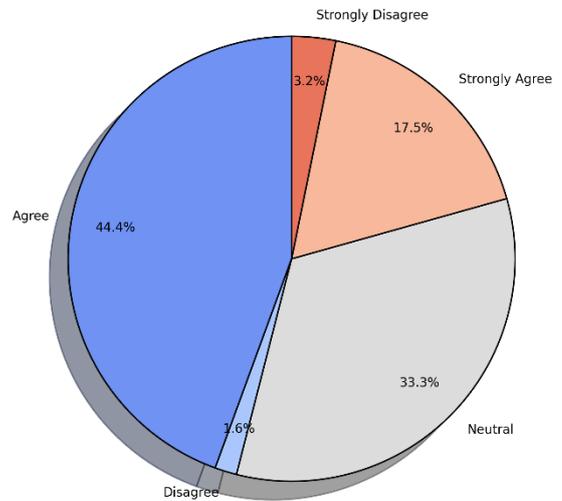
Tests and examinations are conducted within the scheduled timeframe. (Faculty of Education)

Faculty of Education Feedback Analysis

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

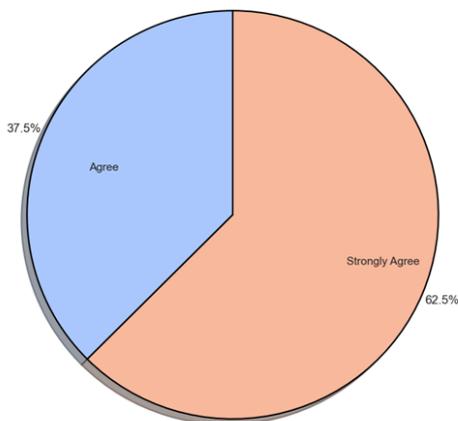
Most students at SGT University's Faculty of Education (44.44%) found the examination and evaluation pattern satisfactory, giving it a 4-star rating. A significant portion (33.33%) rated it as 3 stars, indicating a generally positive but not overwhelmingly enthusiastic response. Relatively few students gave it a 1 or 2-star rating (3.17% and 1.59% respectively), and while 17.46% gave it a top 5-star rating, the overall feedback suggests that the university's evaluation system is acceptable to the majority but could potentially be improved.



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

**Teacher's Feedback**

**Curriculum Design & Delivery**



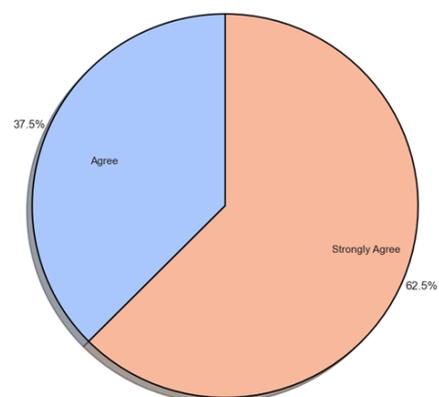
The curriculum is well-structured and aligned with program objectives. (Faculty of Education)

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

The feedback from Faculty of Education teachers at SGT University overwhelmingly indicates a high level of satisfaction with the curriculum's structure and alignment with program objectives. A significant majority (62.5%) rated the curriculum as excellent (5 stars), with a further 37.5% giving a positive rating of 4 stars. This suggests a strong perception that the curriculum is well-designed and effectively meets its intended goals.

**2. Curriculum includes sufficient interdisciplinary components**

The Faculty of Education at SGT University received overwhelmingly positive feedback regarding the interdisciplinary nature of its curriculum. A significant majority (62.5%) of teachers rated the curriculum's interdisciplinary components as excellent (5 stars), with a further 37.5% giving a strong positive rating (4 stars). This indicates a high level of satisfaction among faculty with the curriculum's integration of different disciplines.

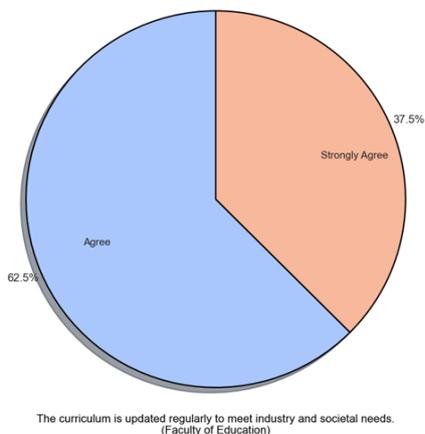


Curriculum includes sufficient interdisciplinary components. (Faculty of Education)

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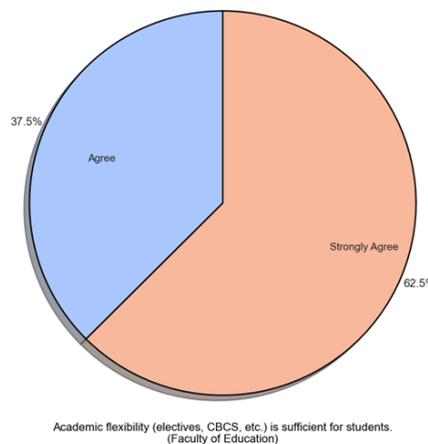
**3. The curriculum is updated regularly to meet industry and societal needs**



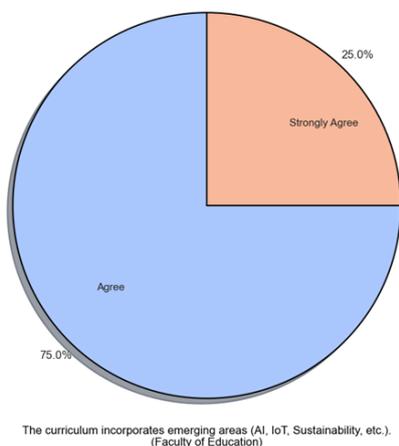
The feedback from SGT University's Faculty of Education teachers indicates a high level of satisfaction with the curriculum's responsiveness to industry and societal needs. While a significant majority (62.5%) rated the curriculum's updates as 4 stars, a substantial portion (37.5%) gave it the highest rating of 5 stars, suggesting a generally positive perception of its currency and relevance. This overall positive response highlights the effectiveness of the curriculum's adaptation to evolving demands.

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

The feedback from Faculty of Education teachers at SGT University overwhelmingly indicates that academic flexibility, encompassing electives and the CBCS system, is satisfactory for students. A significant majority (62.5%) rated the flexibility as excellent (5 stars), with a further 37.5% giving a positive rating of 4 stars. This demonstrates a high level of satisfaction among faculty regarding the current academic structure's ability to cater to student needs.



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



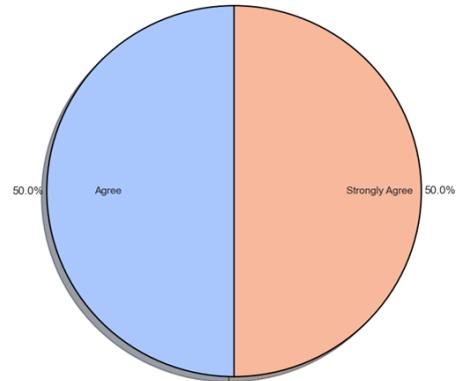
The feedback from Faculty of Education teachers at SGT University indicates a high level of satisfaction with the curriculum's incorporation of emerging areas like AI, IoT, and sustainability. While a quarter of respondents gave the highest possible rating of 5 stars, a significant majority (75%) awarded 4 stars, suggesting a generally positive view with perhaps minor areas for potential improvement. Overall, the data strongly suggests the curriculum effectively integrates these important contemporary topics.

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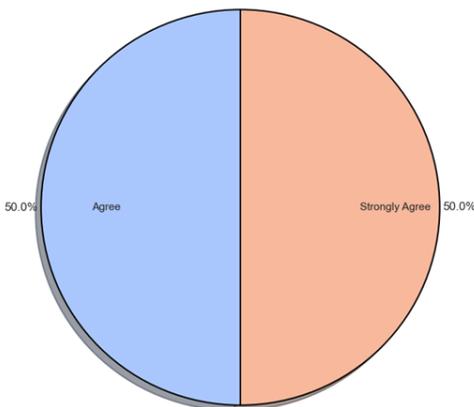
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**6. Skill-based and value-added courses are well-integrated into the curriculum.**

Teacher feedback on the integration of skill-based and value-added courses into the Faculty of Education's curriculum at SGT University shows overwhelmingly positive results. Half of the respondents gave a 4-star rating and the other half a 5-star rating, indicating a high level of satisfaction and a strong perception that these courses are effectively incorporated into the program. This suggests a successful implementation of the skill-based and value-added curriculum components.



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



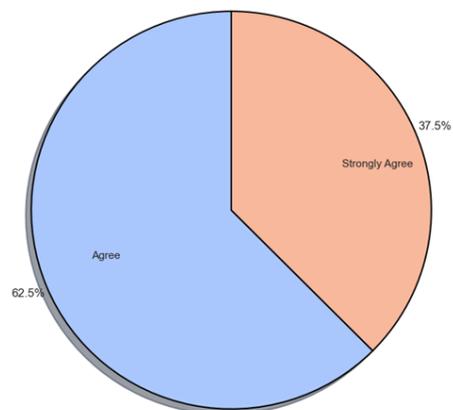
Internships, projects, and field work are effectively embedded in the syllabus. (Faculty of Education)

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

Teachers at SGT University's Faculty of Education overwhelmingly rate the integration of internships, projects, and fieldwork into the syllabus highly, with an equal distribution of 4-star and 5-star ratings indicating strong overall satisfaction. This suggests a successful implementation of practical experience within the curriculum

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

Faculty of Education teachers at SGT University overwhelmingly approve of the encouragement of pedagogical innovations like ICT tools, experiential learning, and flipped classrooms. A significant majority (62.5%) rated this aspect as 4 stars, with a further 37.5% giving it the highest 5-star rating, indicating strong overall positive sentiment towards the university's support for these modern teaching methods.



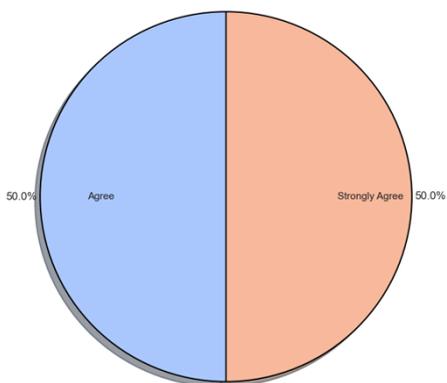
Pedagogical innovations (ICT tools, experiential learning, flipped classroom) are encouraged. (Faculty of Education)

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**Teaching-Learning and Evaluation**

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

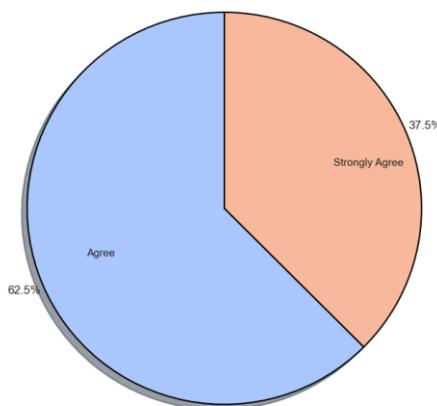


The teaching-learning process is student-centric and participative. (Faculty of Education)

The feedback from Faculty of Education teachers at SGT University overwhelmingly indicates a highly positive perception of the teaching-learning process. An equal number of respondents rated the process as both four and five stars, demonstrating strong overall satisfaction with its student-centric and participative nature. This suggests a successful implementation of student-centered pedagogical approaches within the faculty.

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

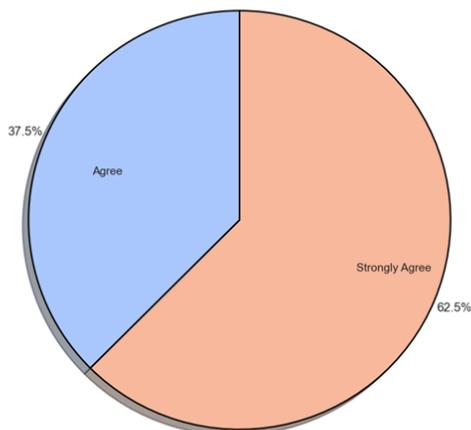
The teacher feedback on the fairness, transparency, and outcome-based nature of the evaluation process at the Faculty of Education, SGT University, reveals largely positive sentiment. While a significant majority (62.5%) rated the process as 4 out of 5 stars, indicating general satisfaction, a substantial portion (37.5%) awarded the highest rating of 5 stars, suggesting a considerable level of approval and confidence in the system's effectiveness. Overall, the data points to a predominantly positive perception of the evaluation process, although there's room for improvement as indicated by the absence of perfect 5-star ratings from all respondents.



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

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

Teachers at the Faculty of Education, SGT University, overwhelmingly approve of the availability of remedial classes and academic support for slow learners, with 62.5% giving a top rating of 5 stars and a further 37.5% providing a 4-star rating. This indicates a high level of satisfaction among faculty regarding the support systems in place for students who require additional assistance, suggesting these resources are viewed as effective and valuable



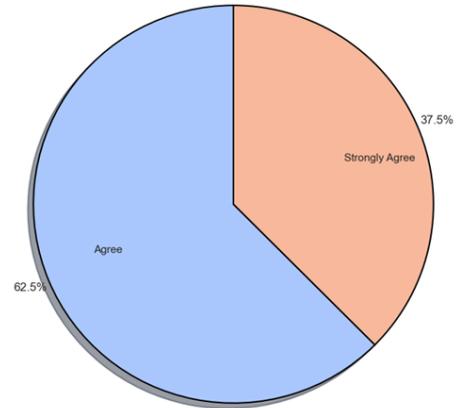
Remedial classes and academic support are available for slow learners. (Faculty of Education)

Faculty of Education Feedback Analysis

2024-2025

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

The feedback from Faculty of Education teachers at SGT University regarding the encouragement of advanced learners shows overwhelmingly positive sentiment. A significant majority (62.5%) rated the provision of additional learning opportunities for advanced learners as 4 stars, with a further 37.5% giving the top 5-star rating. This indicates a generally high level of satisfaction with the support offered to advanced students, suggesting effective strategies are in place to cater to their needs and foster their academic development.

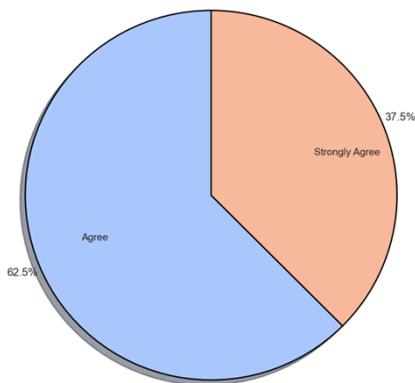


Advanced learners are encouraged with additional learning opportunities. (Faculty of Education)

**Research, Development & Extension**

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

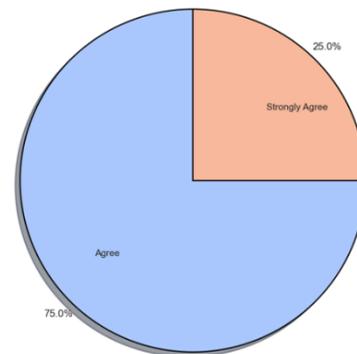
Faculty of Education teachers at SGT University largely reported positive experiences with research facilities and support. While a significant majority (62.5%) rated the availability of adequate resources as four out of five stars, a substantial proportion (37.5%) gave the highest possible rating of five stars, indicating a generally favorable perception of the research environment. This suggests a relatively strong level of satisfaction with existing research infrastructure and support systems within the faculty.



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

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

The Faculty of Education at SGT University received overwhelmingly positive feedback regarding encouragement for publishing in reputed journals and conferences. Seventy-five percent of respondents gave a 4-star rating, indicating a high level of satisfaction, while an additional 25% provided the highest possible 5-star rating. This suggests a strong institutional culture supporting scholarly publication among the teaching faculty.

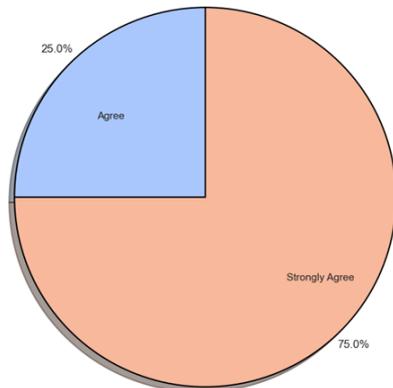


There is encouragement for publishing in reputed journals and conferences. (Faculty of Education)

## Faculty of Education Feedback Analysis

2024-2025

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

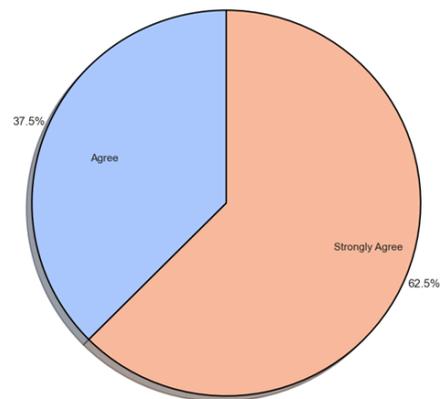


The institution supports participation in FDPs, workshops, and conferences. (Faculty of Education)

The Faculty of Education at SGT University received overwhelmingly positive feedback regarding institutional support for professional development activities like FDPs, workshops, and conferences. A significant majority of teachers (75%) rated the support as excellent (5 stars), with a smaller proportion (25%) giving a very positive rating of 4 stars. This indicates a strong level of satisfaction among faculty with the institution's commitment to providing opportunities for their professional growth.

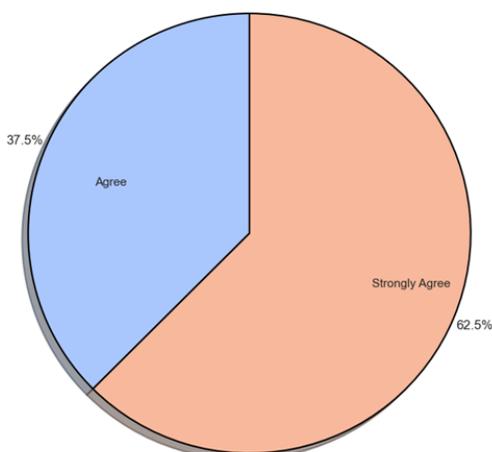
### 4. Collaborations with industries/institutions for research and training are adequate.

Teacher feedback at SGT University's Faculty of Education overwhelmingly indicates a high level of satisfaction with collaborations between the faculty and external industries/institutions for research and training. While a small percentage (37.5%) rated these collaborations as 4 stars, a significant majority (62.5%) gave the highest possible rating of 5 stars, demonstrating a strong positive perception of the existing industry partnerships.



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

## Infrastructure and Facilities



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

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

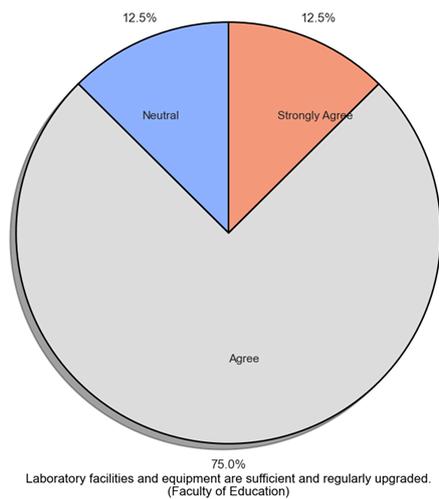
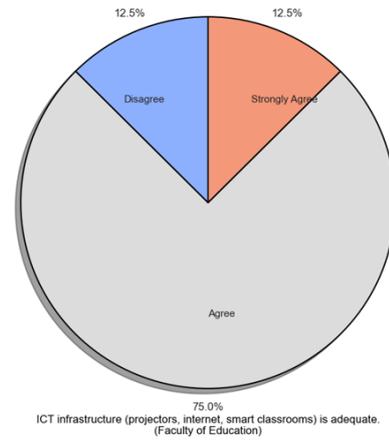
The feedback on campus infrastructure at SGT University's Faculty of Education reveals overwhelmingly positive sentiment. A significant majority (62.5%) of teachers rated the maintenance of classrooms, labs, and the library as excellent (5 stars), while the remaining 37.5% gave a very positive rating of 4 stars. This indicates a high level of satisfaction among faculty with the quality and upkeep of the campus infrastructure.

Faculty of Education Feedback Analysis

2024-2025

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

The Faculty of Education at SGT University received overwhelmingly positive feedback regarding its ICT infrastructure. While a small percentage (12.5%) rated the infrastructure as merely adequate (2 stars), the vast majority (75%) gave a strong positive rating (4 stars), indicating a high level of satisfaction with projectors, internet access, and smart classrooms. A further 12.5% provided the highest rating (5 stars), suggesting that the ICT infrastructure is generally considered well-equipped and effective for teaching purposes.

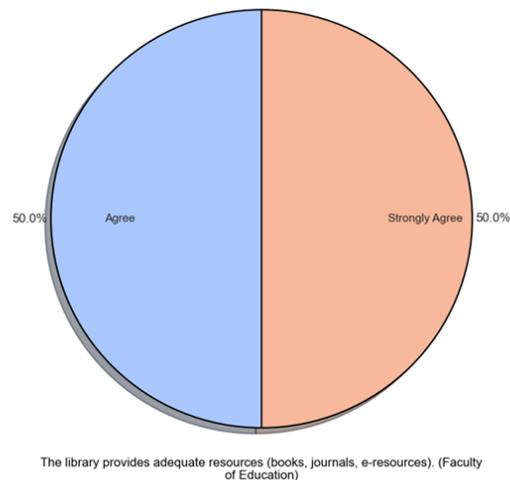


**3. Laboratory facilities and equipment are sufficient and regularly upgraded.**

The feedback from SGT University's Faculty of Education teachers overwhelmingly indicates satisfaction with laboratory facilities and equipment. While a small percentage (12.5%) gave a 3-star rating, suggesting some areas for potential improvement, the vast majority (75%) rated the facilities and equipment 4 stars, demonstrating a high level of contentment. An additional 12.5% provided the highest rating of 5 stars, further solidifying the overall positive perception of the labs' sufficiency and regular upgrades.

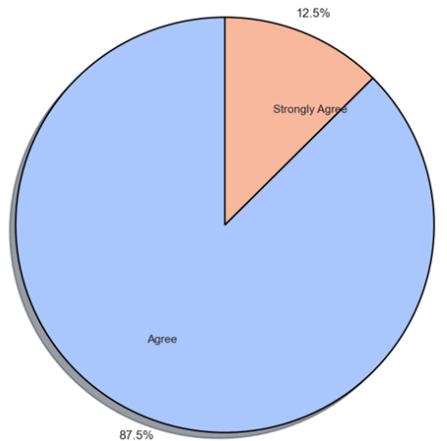
**4. The library provides adequate resources (books, journals, e-resources).**

Faculty of Education teachers at SGT University overwhelmingly rate the library's resources as excellent, with half giving a 4-star rating and the other half a 5-star rating. This indicates a high level of satisfaction with the availability and suitability of books, journals, and electronic resources provided by the library. The data suggests the library effectively meets the resource needs of the faculty.



Faculty of Education Feedback Analysis

2024-2025



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

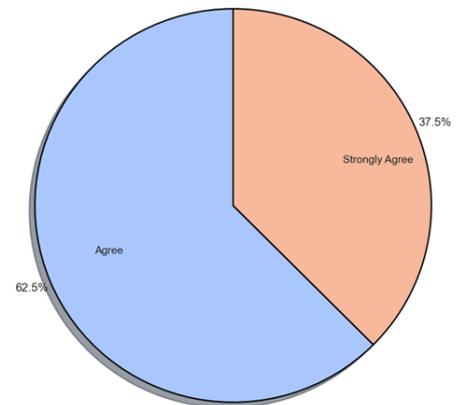
**5. There is access to online learning platforms and academic databases.**

The overwhelming majority of teachers (87.5%) at the Faculty of Education, SGT University, rated access to online learning platforms and academic databases as four out of five stars, indicating a high level of satisfaction. A smaller percentage (12.5%) gave the highest possible rating of five stars, suggesting that while access is generally well-regarded, there's still potential for minor improvements to achieve universal top marks. Overall, the feedback reveals a positive perception of resource availability for online learning and research within the faculty.

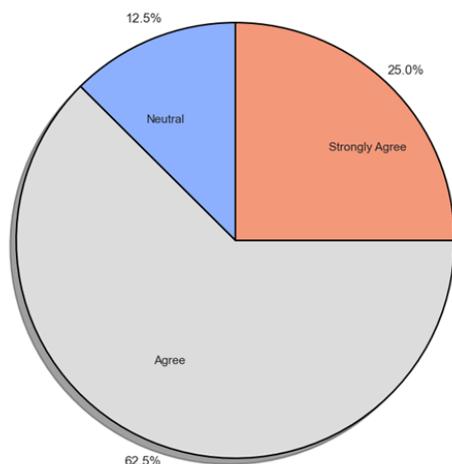
**Institutional Governance & Support**

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

Faculty of Education teachers at SGT University largely view the institution's provision of professional development opportunities favorably. A significant majority (62.5%) rated the opportunities as 4 stars, with a further 37.5% giving the highest 5-star rating. This indicates a generally positive perception of the professional development offerings, suggesting that the university is adequately supporting teachers' continued growth and skill enhancement.



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



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

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

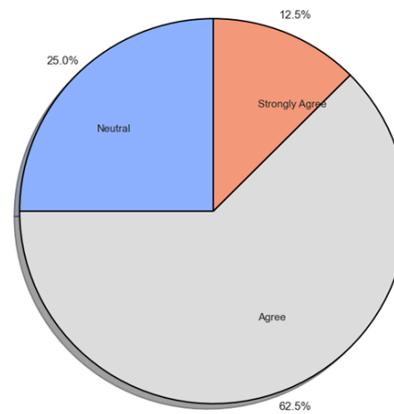
The feedback from SGT University's Faculty of Education teachers indicates a largely positive perception of administrative procedure transparency and user-friendliness. While a small percentage (12.5%) rated the procedures as average (3 stars), a significant majority (87.5%) found them to be either good (4 stars) or excellent (5 stars), suggesting that administrative processes are generally well-received and considered effective by the teaching staff.

## Faculty of Education Feedback Analysis

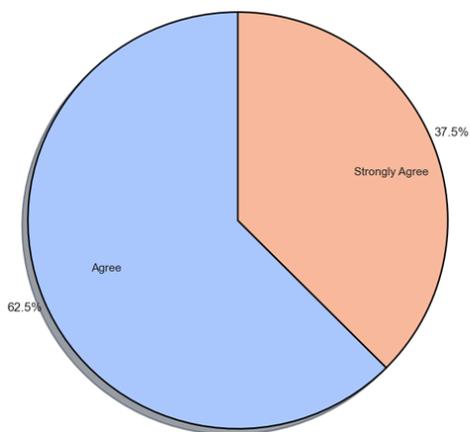
2024-2025

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

The teacher feedback indicates a generally positive perception of welfare and support facilities at the Faculty of Education, SGT University. While a significant majority (62.5%) rated these facilities as 4 stars out of 5, suggesting a high level of satisfaction, a smaller portion (25%) gave a 3-star rating, hinting at areas for potential improvement. The relatively low number of 5-star ratings (12.5%) further suggests that while the facilities are largely satisfactory, there's room to enhance them to achieve greater levels of teacher satisfaction.



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



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

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

The feedback from teachers at SGT University's Faculty of Education indicates a largely positive perception regarding the incorporation of their feedback into curriculum development and policy. While a significant majority (62.5%) rated the consideration of their input as a 4 out of 5 stars, a substantial minority (37.5%) gave it the highest possible rating of 5 stars, suggesting overall satisfaction but also an opportunity to further enhance the process and ensure all teacher feedback is fully utilized in shaping future curriculum and policy decisions.

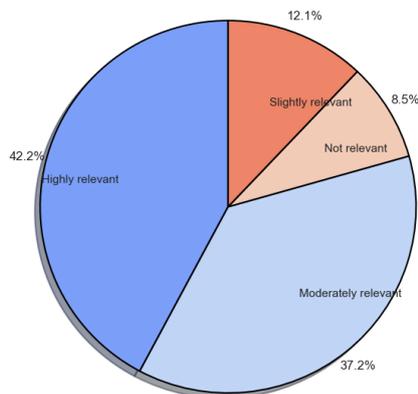
Faculty of Education Feedback Analysis

2024-2025

**Alumni Feedback**

**Feedback on Curriculum**

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

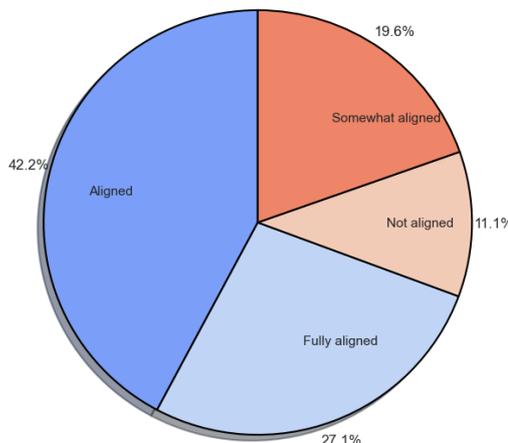


How relevant was the curriculum to your current job or career? (Alumni)

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?**

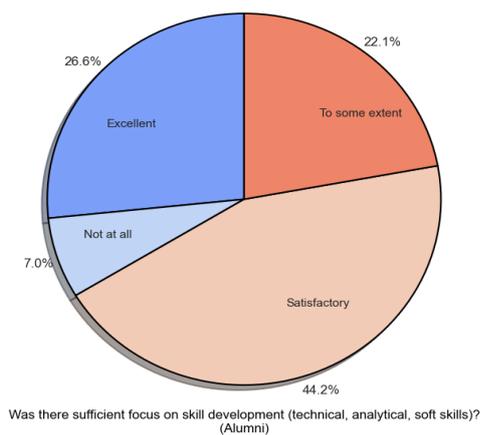
SGT University alumni feedback shows that a significant majority (almost 70%) felt the curriculum was either aligned or fully aligned with current industry standards. While a smaller portion (around 20%) felt it was only somewhat aligned, a relatively small percentage (about 11%) felt the curriculum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



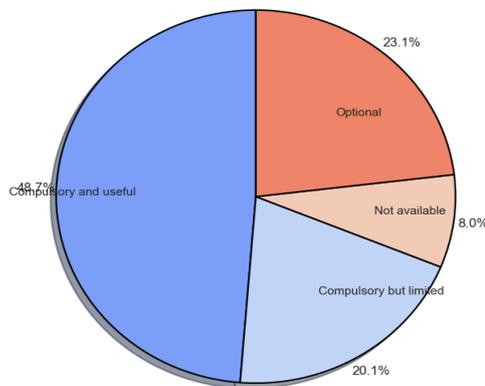
Was there sufficient focus on skill development (technical, analytical, soft skills)? (Alumni)

Faculty of Education Feedback Analysis

2024-2025

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

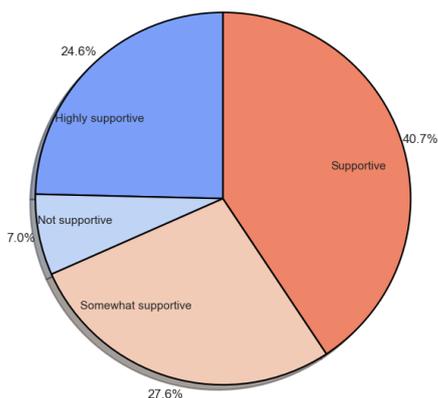
SGT University alumni feedback shows that almost half (48.74%) found internship/apprenticeship opportunities to be both compulsory and beneficial to their studies. A significant portion (20.1%) felt these opportunities were compulsory but limited in scope, while a smaller number (23.12%) reported them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

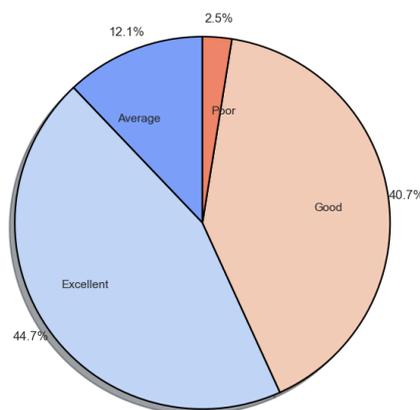


Did the program support your preparation for higher studies or competitive exams? (Alumni)

**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.

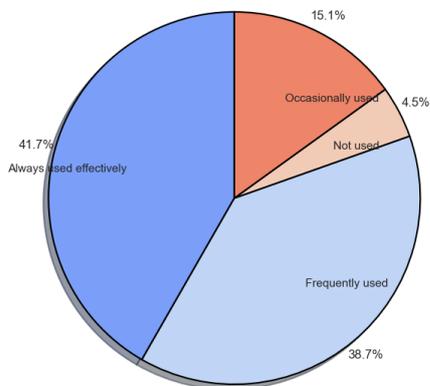


How would you rate the quality of teaching resources (faculty, books, materials)? (Alumni)

## Faculty of Education Feedback Analysis

2024-2025

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

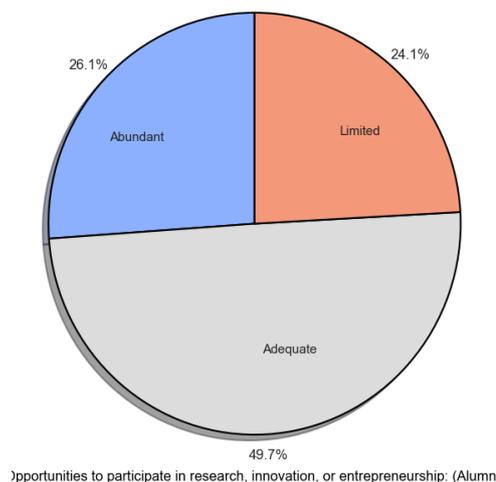


Use of modern teaching aids and learning platforms (PPTs, LMS, etc.): (Alumni)

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.

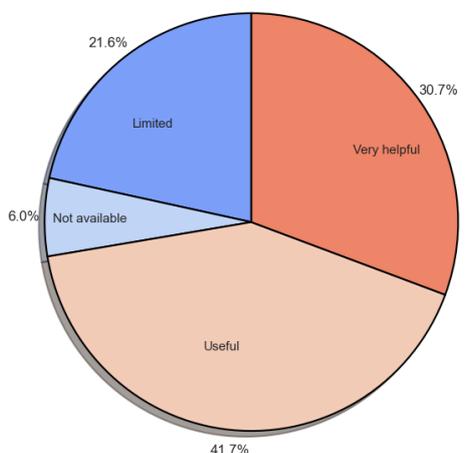
### 3. Opportunities to participate in research, innovation, or entrepreneurship:

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.

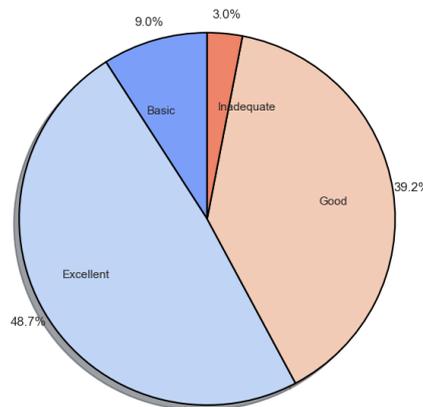
Faculty of Education Feedback Analysis

2024-2025

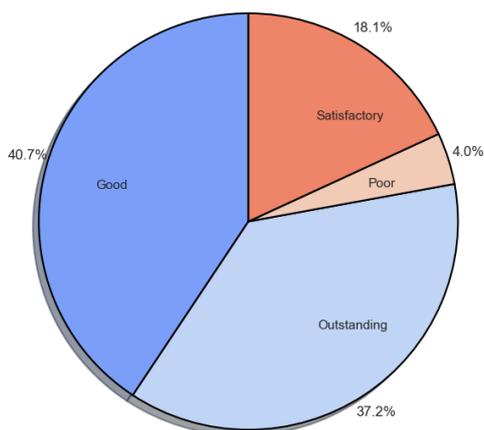
**Campus Facilities & Infrastructure**

**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)



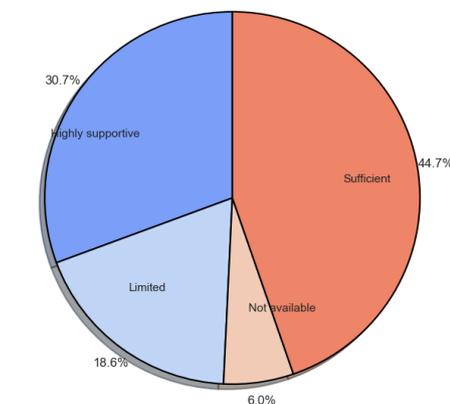
Facilities provided (Library, Labs, Internet, Hostel, Sports): (Alumni)

**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:**

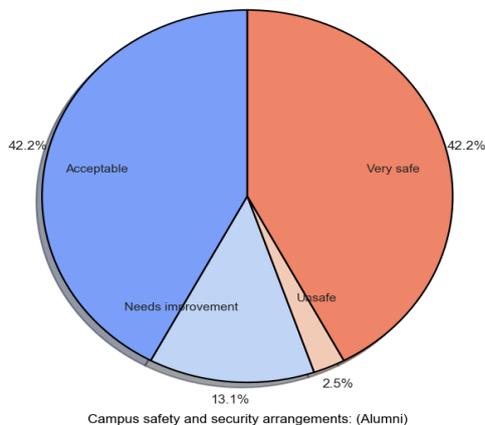
SGT University alumni feedback shows that a significant majority (44.72%) found the availability of digital and physical resources for self-learning and projects to be sufficient. A considerable portion (30.65%) rated the resources as highly supportive, indicating positive experiences. However, a notable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

2024-2025



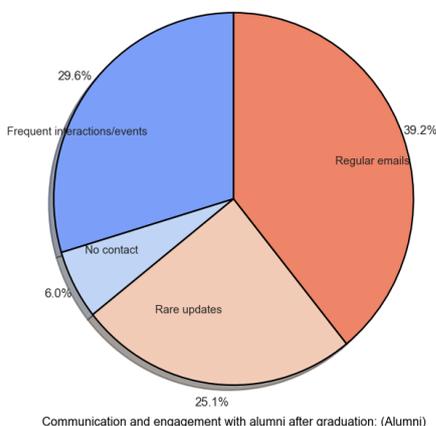
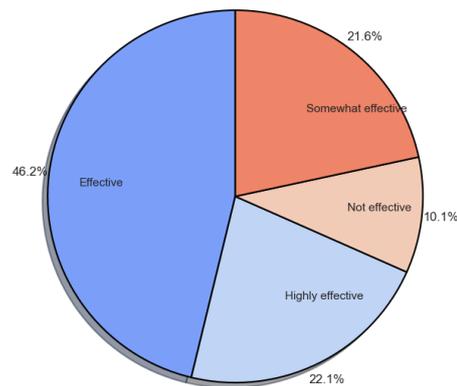
4. Campus safety and security arrangements:

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:

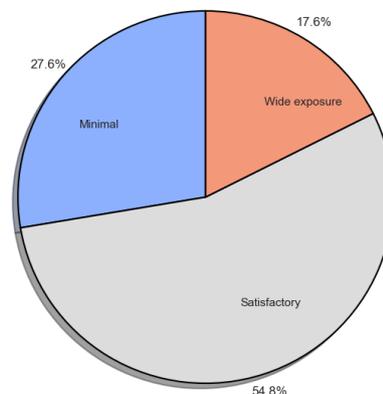
Over half (52.2%) at SGT COP, SGT University rate experiential learning as 5 stars, with 25.5% at 4 stars. Dissent is minimal (2.5–3.1%), reflecting strong hands-on components.

Faculty of Education Feedback Analysis

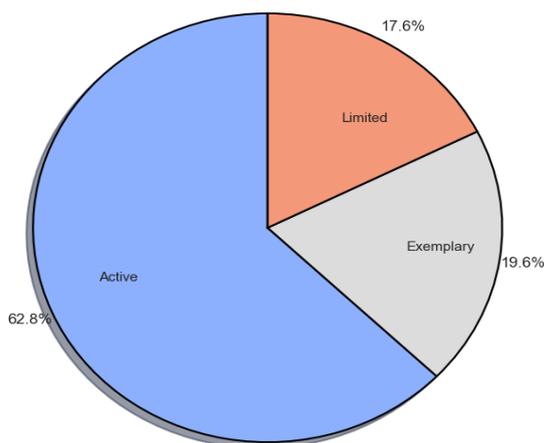
2024-2025

**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)

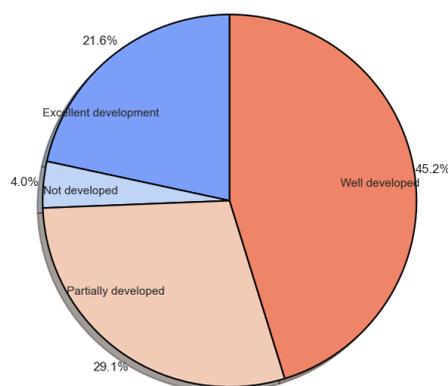
**4. Contribution of university towards social responsibility & sustainability:**

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.

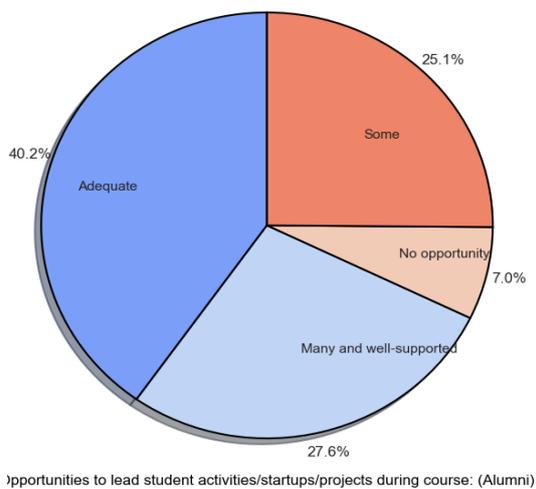


Development of personality, leadership, and communication skills: (Alumni)

Faculty of Education Feedback Analysis

2024-2025

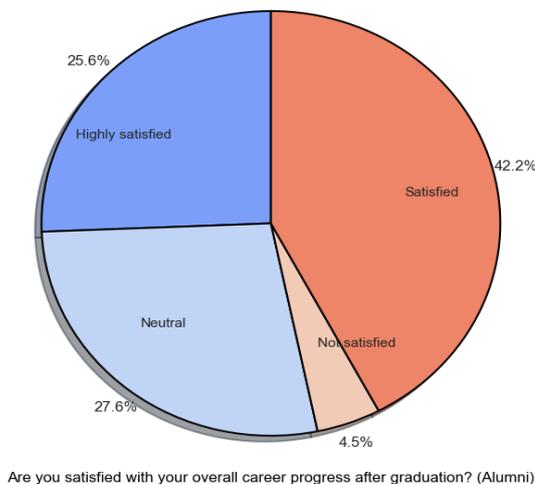
**2. Opportunities to lead student activities/startups /projects during course:**



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

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

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



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

Faculty of Education Feedback Analysis

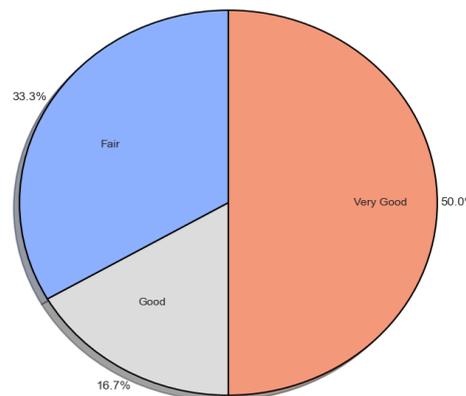
2024-2025

**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?**

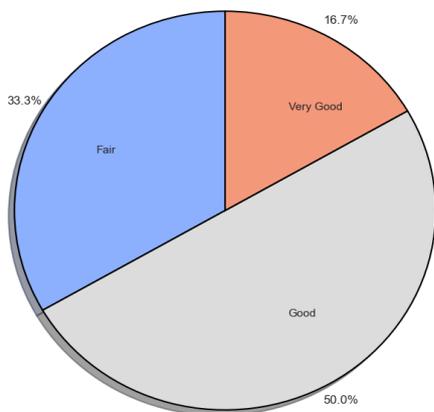
Employer feedback on SGT University graduates' subject knowledge and skills shows a mixed bag. While half of the employers rated graduates at 4 out of 5 stars, indicating a good level of proficiency, a significant portion (one-third) gave only a 2-star rating, suggesting some concerns about the graduates'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



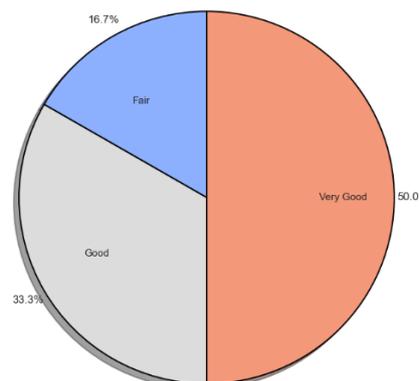
Are SGT graduates effective in team collaboration and clear in both verbal and written communication? (Employer)

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.



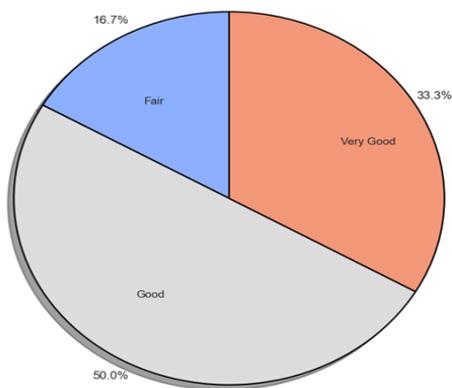
Do SGT graduates consistently demonstrate professionalism and uphold ethical standards in their roles? (Employer)

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**Adaptability and Leadership Potential**

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



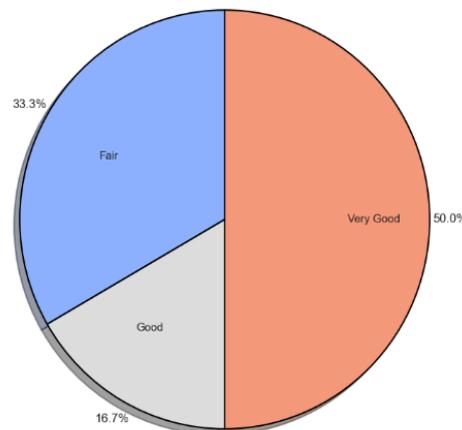
How would you assess the adaptability, initiative, and leadership potential of SGT graduates within your organization? (Employer)

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

**Overall Satisfaction**

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

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



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

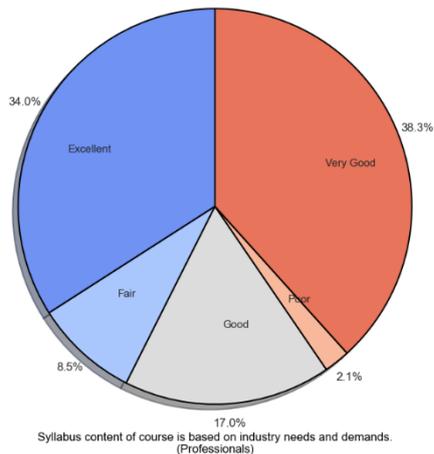
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**Professionals Feedback**

**Feedback on Curriculum**

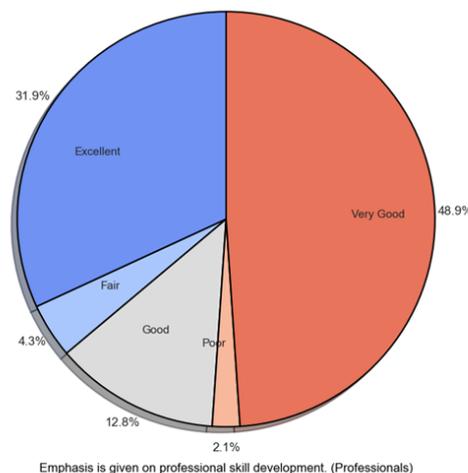
**1. Syllabus content of course is based on industry needs and demands.**



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

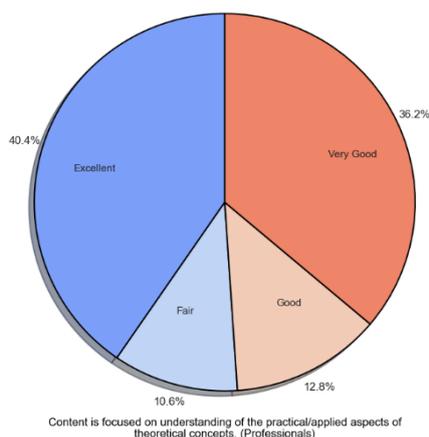
**2. Emphasis is given on professional skill development.**

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



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

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

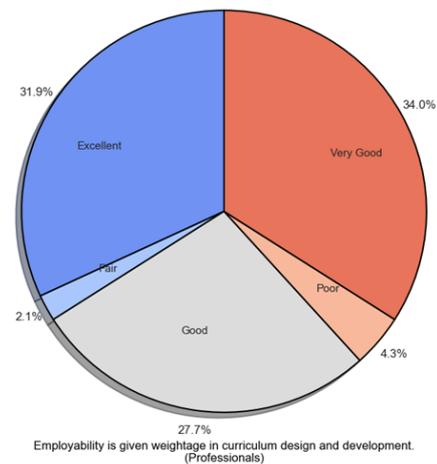


## Faculty of Education Feedback Analysis

2024-2025

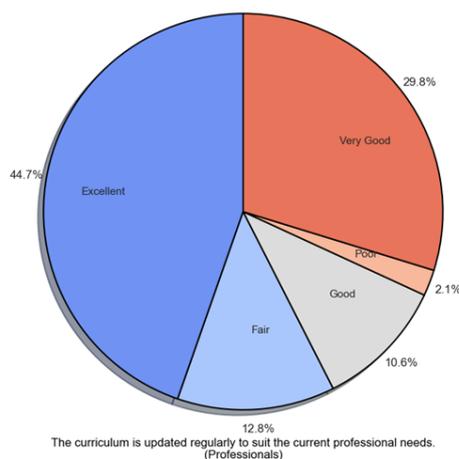
### 4. Employability is given weightage in curriculum design and development.?

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.



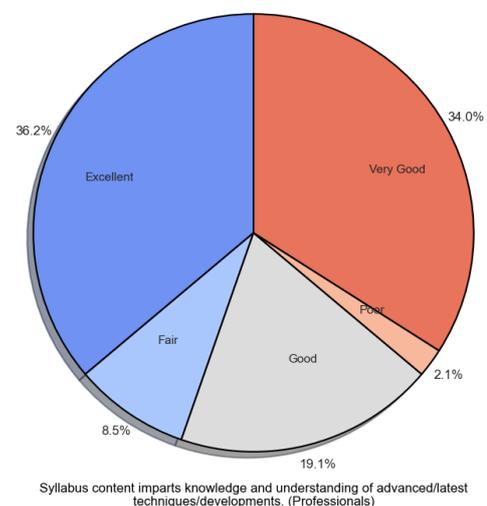
### 5. The curriculum is updated regularly to suit the current professional needs.

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.

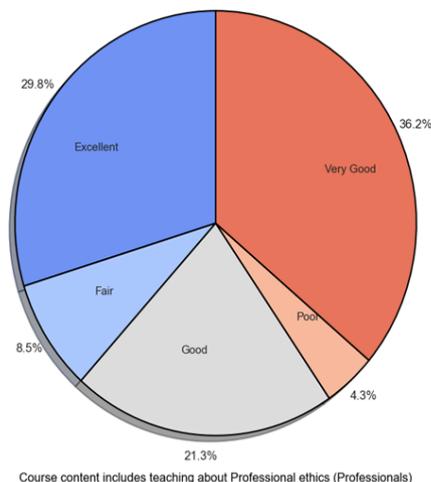
The feedback from Professionals at SGT University shows that a significant majority (over 70%) rated the syllabus content as either excellent (5 stars) or good (4 stars) in terms of imparting knowledge of advanced and latest techniques. While a smaller portion (around 27%) gave it a neutral (3 stars)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



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

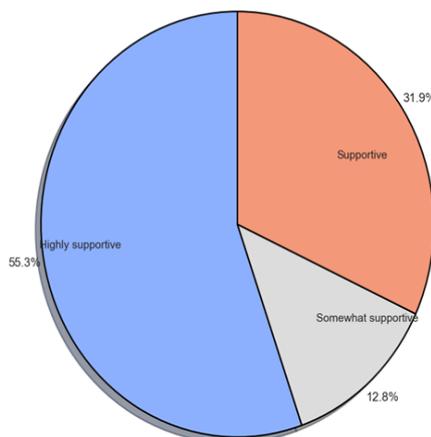


Course content includes teaching about Professional ethics (Professionals)

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

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

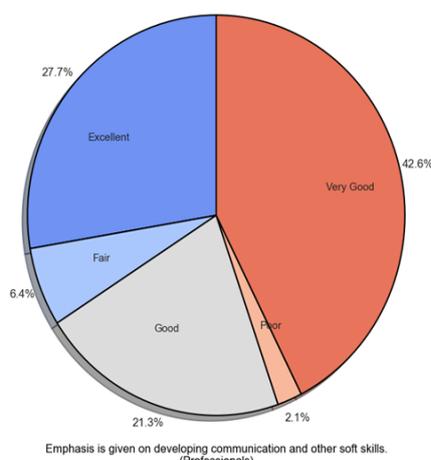
Professionals at SGT University largely approve of the training strategies' effectiveness in fostering a continuous learning attitude among students. A significant majority (55.32%) gave a top rating of 5 stars, indicating strong satisfaction. While a smaller portion (12.77%) gave a neutral 3-star rating,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



Training strategies develops a constant learning attitude among the students. (Professionals)

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

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.



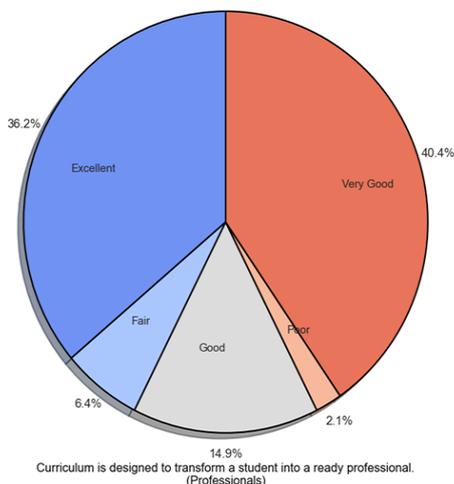
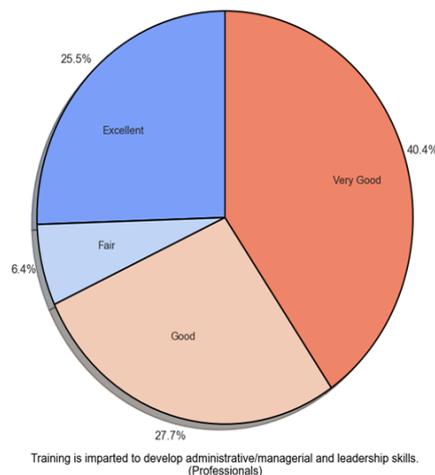
Emphasis is given on developing communication and other soft skills. (Professionals)

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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.



S. No.	Context	Student Feedback	IQAC Recommendation	Action Taken
1.	<b>Administrative Improvements</b>	Students request stricter schedule adherence and highlight the need for all classes to begin “on time.”	IQAC directs the Head of Department (HOD) to strictly enforce the institutional timetable, ensuring classes start and conclude as per the official schedule.	The timetable has been revised, and all faculty members have been instructed to ensure strict adherence to class start and end time.
2.	<b>Curriculum Enhancement</b>	Students request a more “sequential” curriculum, removal of “non-necessary” or outdated topics, and inclusion of subjects like “Language” and essential “soft skills.”	IQAC recommends a comprehensive syllabus review to ensure logical sequencing, elimination of redundant content, and integration of soft-skills-oriented, outcome-based modules.	In the upcoming BoS the existing syllabus will be revised to examine curriculum sequencing, will remove outdated or redundant topics and will integrate more language proficiency and soft skills components.
3.	<b>Events</b>	Students are asking for an increase in co-curricular and extracurricular activities, noting a desire for “more and more activities and events.”	IQAC recommends Student Activities Committee to expand the number and diversity of student events to support holistic development.	The Events and Academic Calander have been reviewed in the month of Sept.2025 and include additional co-curricular and extracurricular events such as workshop, competitions, outreach programmes and cultural activities.
4.	<b>General Feedback</b>	Most students provided positive or neutral comments—“Recommends Curriculum,” “Nothing,” “No suggestion.” No negative issues were identified.	IQAC notes “No specific action required.” Positive feedback has been acknowledged and current practices will continue.	Will do Better.
5.	<b>Infrastructure</b>	Students request an improvement in	IQAC recommends deans to review the possibilities with	Classroom infrastructure

		classroom facilities, specifically “proper classroom amenities” and “better classroom environments.”	planning department and identify and address classroom deficiencies.	requirements have been communicated to the E Block Admin Department.
6.	<b>Lack of Practical Learning</b>	Students strongly request more practical, project-based, and industry-relevant learning—highlighting the need for real-world scenarios and soft-skills training.	IQAC recommends restructuring the curriculum to include mandatory project-based learning (PBL) and stronger industry linkage through real-world case studies.	The upcoming curriculum have been revised for mandatory project-based learning (PBL) components, although the Faculty of Education already practicing practical assignments, school internship and case studying based teaching at UDAAN – The experimental learning School, as well as inclusive and regular schools to enhance real world exposure and skill development in their respective fields, however will more improve.
7.	<b>Placement Opportunities</b>	Students associate placement challenges with insufficient practical and industry-relevant skills in the curriculum.	IQAC recommends the department to collaborate with industry partners to enrich the curriculum with skills that directly enhance employability and placement outcomes.	The department has initiated collaborations with schools, NGOs, and educational organisations to provide internship focussed on skill-oriented training aligned with employability and placement requirements.
8.	<b>Teaching Quality</b>	Students request “creative and fun learning”	IQAC recommends FDPs and training in creative, interactive pedagogies	Faculty members are being encouraged to participate in FDPs, Workshops based on experiential teaching strategies. Many more are in the pipeline.

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# SGT UNIVERSITY

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