



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 Indian Medical System

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 Indian Medical System
Feedback Analysis
2024-2025**



INDEX

S.No.	Name	Page Number
1.	Student's Feedback	4
1.1	Curriculum Design and Content	4
1.2	Skill Development and Employability	5
1.3	NEP 2020 Integration & Multidisciplinary Approach	7
1.4	Assessment and Academic Support	9
2.	Teacher's Feedback	11
2.1	Curriculum Design & Delivery	11
2.2	Teaching-Learning and Evaluation	14
2.3	Research, Development & Extension	15
2.4	Infrastructure and Faculties	16
2.5	Institutional Governance & Support	18
3.	Alumni Feedback	20
3.1	Feedback on Curriculum	20
3.2	Teaching & Learning Environment	21
3.3	Campus Faculties & Infrastructure	23
3.4	Institutional Services & Outreach	24
3.5	Outcome & Value Addition	25
4.	Employer Feedback	27
4.1	Subject Knowledge and Curriculum	27
4.2	Teamwork and Communication Skills	27
4.3	Professionalism and Ethical Responsibility	27
4.4	Adaptability and Leadership Potential	28
4.5	Overall Satisfaction	28
5.	Professionals Feedback	29
5.1	Feedback on Curriculum	29
6.	ATR Summary Report	33

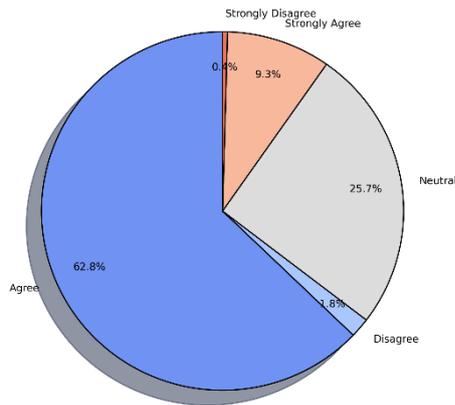
Faculty of Indian Medical System Feedback Analysis

2024-2025

Student's Feedback

Curriculum Design and Content

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

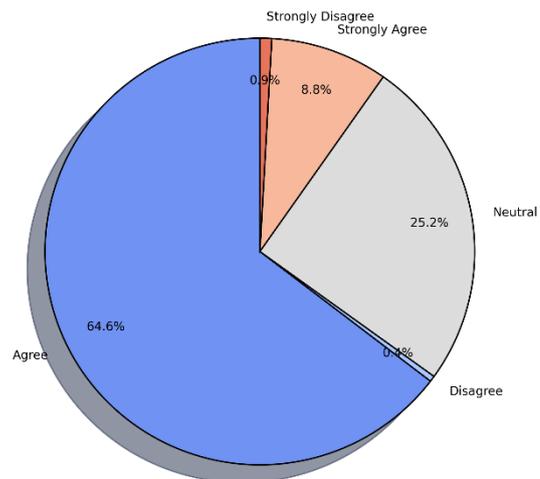


The curriculum is well-structured and logically sequenced. (Faculty of Indian Medical System)

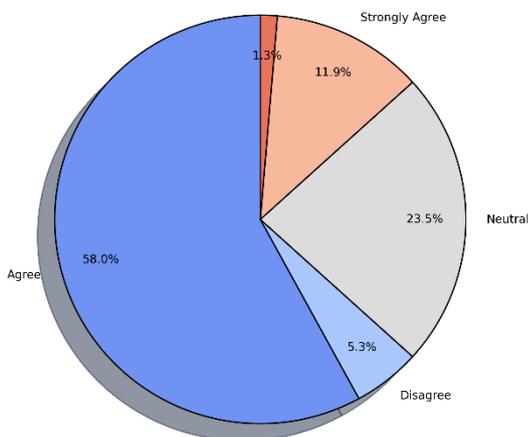
Most students (over 86%, combining 4 and 5-star ratings) feel the curriculum at the Faculty of Indian Medical System, SGT University is well-structured and logically sequenced. While a significant portion gave it a positive rating (4 stars or more), a smaller number of students (around 28%, combining 1-, 2- and 3-star ratings) felt it could be improved, suggesting areas for potential curriculum refinement or enhancement.

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

Most students (over 90%) rated the clarity of course objectives and outcomes as either good (4 stars) or acceptable (3 stars), with a significant majority (62.63%) giving a positive rating of 4 stars. A smaller percentage found them only somewhat clear (around 27% gave a 3-star rating), while very few students (less than 2%) rated the clarity as poor (1 or 2 stars). Overall, the feedback indicates that while there's room for improvement based on the minority opinions, the course objectives and outcomes are generally well-defined and communicated to students.



Course objectives and outcomes are clearly defined and communicated. (Faculty of Indian Medical System)



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

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

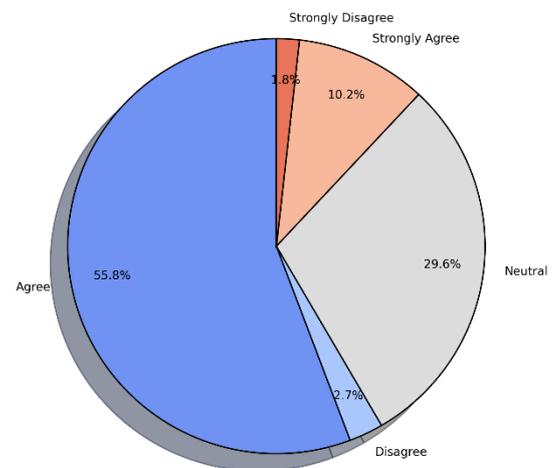
Most students (55.79%) rated the syllabus content as highly relevant (4 stars) to current industry and academic trends at the Faculty of Indian Medical System, SGT University. A significant portion (23.16%) gave a 3-star rating, indicating general relevance. Fewer students felt the syllabus was only somewhat relevant (5.26% gave 2 stars) or irrelevant (1.58% gave 1 star), while a smaller group (14.21%) felt it was extremely relevant (5 stars). Overall, the feedback suggests a largely positive perception of syllabus relevance, though there's room for improvement based on the

Faculty of Indian Medical System Feedback Analysis

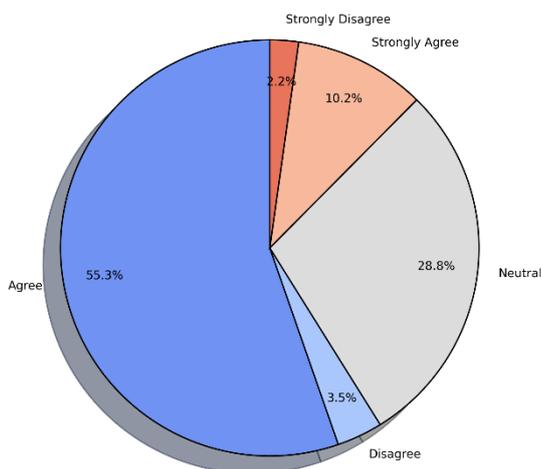
2024-2025

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

Most students (53.16%) 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 (31.58%) gave it a 3-star rating, suggesting some areas for improvement. Only a small percentage gave it lower ratings (2.11% gave it 1 star and 1.58% gave it 2 stars), while 11.58% gave the highest rating of 5 stars. Overall, the feedback shows that the curriculum is generally effective but could benefit from further enhancements to further boost critical thinking and problem-solving capabilities.



The curriculum promotes critical thinking and problem-solving abilities. (Faculty of Indian Medical System)



Curriculum is updated periodically to meet global and national standards. (Faculty of Indian Medical System)

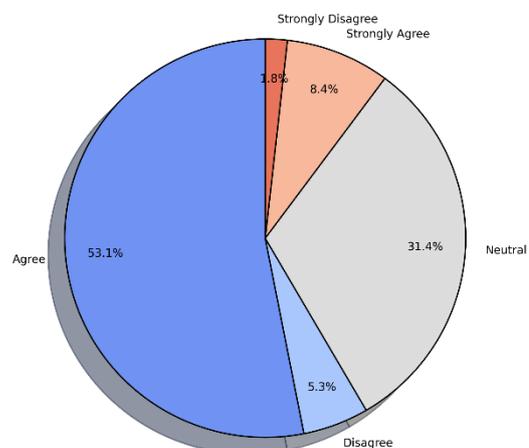
5. Curriculum is updated periodically to meet global and national standards.

Most students (53.68%) rated the curriculum's updates to meet global and national standards as excellent (4 stars), indicating a generally positive perception. A significant portion (28.42%) gave it a 3-star rating, suggesting satisfaction but room for improvement. Fewer students gave lower ratings (1 or 2 stars), while only a small percentage (12.11%) gave the highest rating (5 stars). Overall, the feedback shows that the curriculum updates are largely well received, though there's potential to enhance it further based on the relatively high number of 3-star ratings.

Skill Development and Employability

1. Courses help in building employability and entrepreneurial skills.

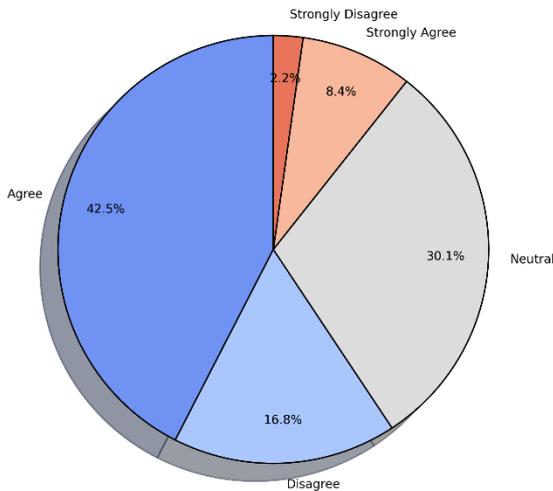
Most students (over 80%) at the Faculty of Indian Medical System, SGT University, rated their courses as either good (4 stars) or excellent (5 stars) in terms of building employability and entrepreneurial skills. While a significant portion (33.68%) gave a neutral rating (3 stars), a relatively small number of students felt the courses were only somewhat helpful (2 stars or 1 star), indicating that the majority believe the curriculum effectively prepares them for future careers.



Courses help in building employability and entrepreneurial skills. (Faculty of Indian Medical System)

Faculty of Indian Medical System Feedback Analysis

2024-2025



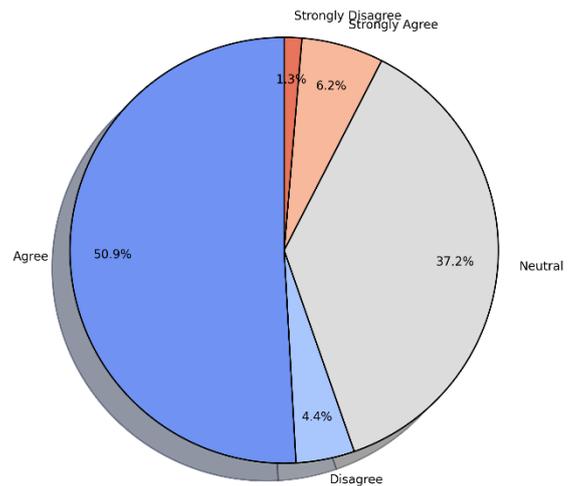
Adequate industry exposure (internships, visits, projects) is part of the curriculum. (Faculty of Indian Medical System)

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

Most students (around 89%) at the Faculty of Indian Medical System, SGT University, rated the level of industry exposure offered through internships, visits, and projects as either good (4 stars) or fair (3 stars). While a significant portion found it good (45.79%), a considerable number (33.16%) felt it was only fair. A relatively small percentage expressed dissatisfaction, with only about 12% giving it a 1 or 2-star rating. Overall, the feedback suggests that while industry exposure is present in the curriculum, improvements could still be made to enhance its quality and appeal to students.

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

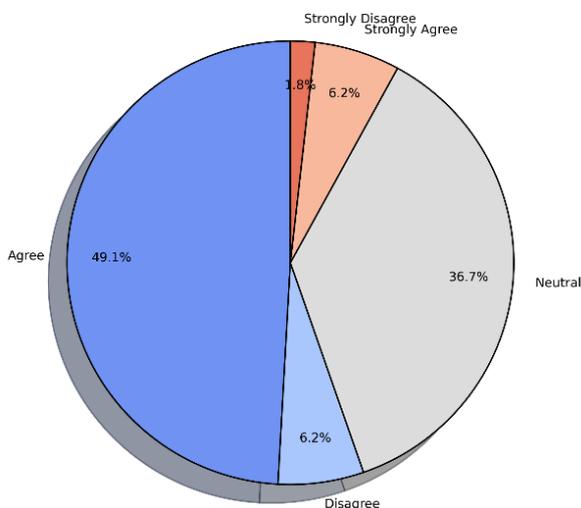
Most students (over 86%) at the Faculty of Indian Medical System, SGT University, rated the alignment of skill-based courses with job market needs as either good (4 stars) or very good (5 stars), indicating a generally positive perception. While a significant portion (38%) gave a neutral rating (3 stars), a relatively small number felt the alignment was poor (1 or 2 stars). Overall, the feedback suggests that the curriculum is largely successful in preparing students for employment, though there's room for improvement based on the minority expressing less satisfaction.



Skill-based courses align with the needs of the job market. (Faculty of Indian Medical System)

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

Most students (84.74%) at the Faculty of Indian Medical System, SGT University, rated the integration of ICT tools in the curriculum either 4 stars or 5 stars, indicating a generally positive perception. While a smaller percentage gave lower ratings (a combined 8.43% gave 1 or 2 stars), the significant majority shows that the curriculum's use of technology is largely well-received, suggesting successful implementation of ICT tools in teaching and learning.



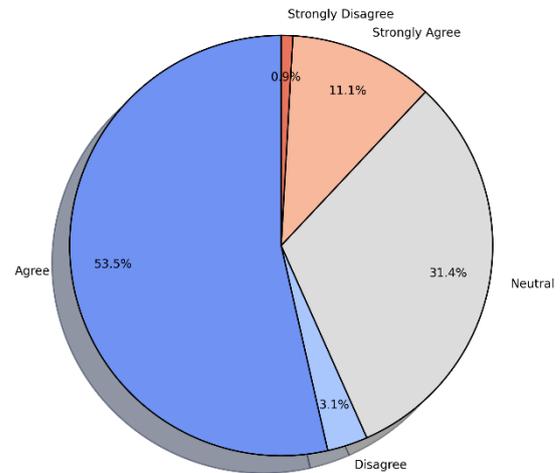
The curriculum integrates ICT (Information and Communication Technology) tools. (Faculty of Indian Medical System)

Faculty of Indian Medical System Feedback Analysis

2024-2025

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

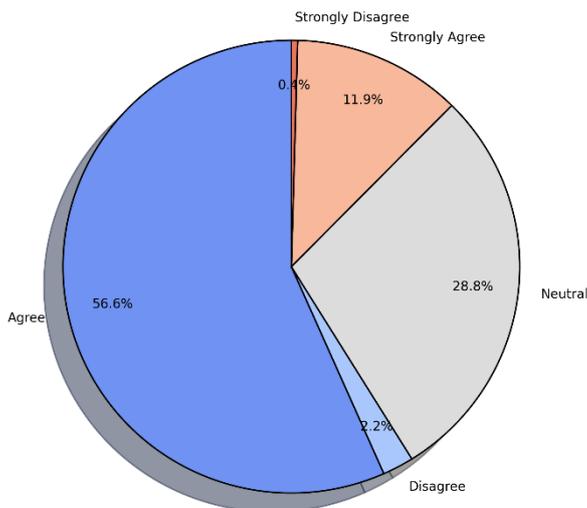
Most students (over 84%) at the Faculty of Indian Medical System, SGT University, rated the curriculum's support for innovation, research, and startups as either good (4 stars) or excellent (5 stars). While a significant portion (32%) gave a neutral rating (3 stars), a small percentage expressed dissatisfaction (less than 4%). This suggests that while the curriculum generally fosters a positive environment for these aspects, there's room for improvement to further enhance innovation and entrepreneurial opportunities for students.



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

NEP 2020 Integration & Multidisciplinary Approach

1. Curriculum includes flexibility for choosing electives/minor subjects

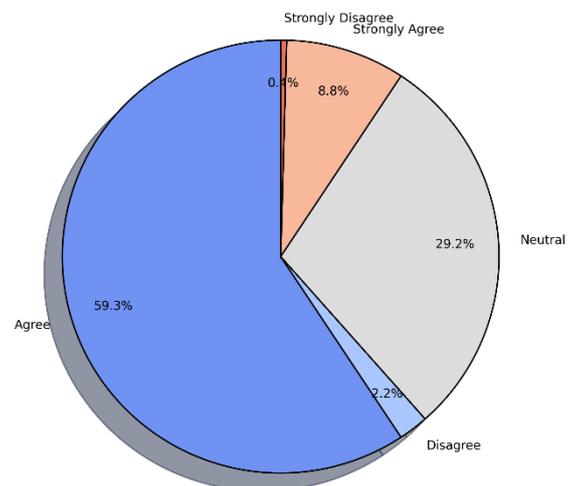


Curriculum includes flexibility for choosing electives/minor subjects. (Faculty of Indian Medical System)

Most students (56.32%) at the Faculty of Indian Medical System, SGT University rated the curriculum's flexibility in choosing electives or minor subjects as 4 out of 5 stars, indicating a high level of satisfaction. A significant portion (28.42%) gave it a 3-star rating, suggesting general approval. While a smaller number of students gave lower ratings (2.11% gave 2 stars and 0.53% gave 1 star), the overall feedback shows that most students are pleased with the flexibility offered in the curriculum. The 12.63% giving a 5-star rating highlights that a substantial minority finds the elective options excellent.

2. Interdisciplinary/multidisciplinary learning is encouraged.

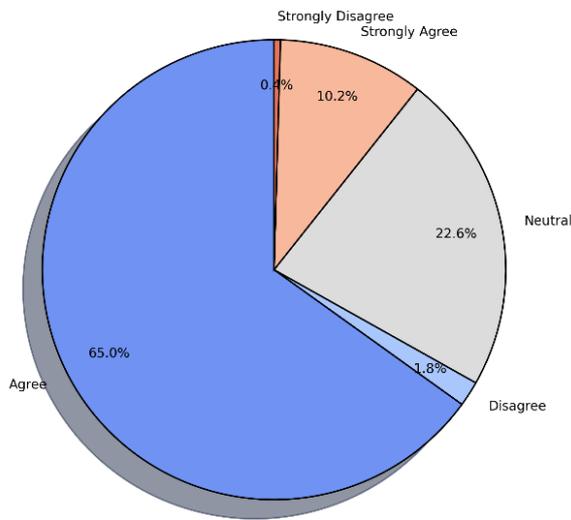
Most students at the Faculty of Indian Medical System, SGT University, feel that interdisciplinary/multidisciplinary learning is encouraged, with a significant majority (58.42%) giving it a 4-star rating. While a substantial portion (29.47%) rated it 3 stars, indicating a generally positive view, a smaller number of students gave lower ratings (10% gave 5 stars, and less than 20% gave 1 or 2 stars combined). Overall, the feedback suggests a largely positive perception of interdisciplinary learning opportunities at the faculty, although there's room for improvement based on the significant number of 3-star ratings.



Interdisciplinary/multidisciplinary learning is encouraged. (Faculty of Indian Medical System)

Faculty of Indian Medical System Feedback Analysis

2024-2025



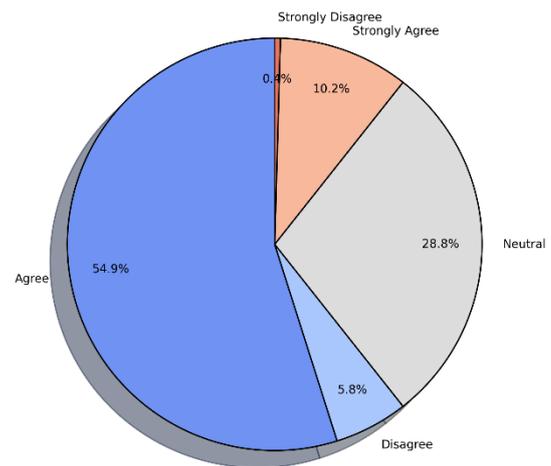
Skill and value-based education (ethics, environmental studies, etc.) is part of the syllabus. (Faculty of Indian Medical System)

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

The overwhelming majority of students at the Faculty of Indian Medical System, SGT University, rate the inclusion of skill and value-based education (ethics, environmental studies, etc.) in the syllabus very highly, with 64.74% giving it a 4-star rating and a further 10% giving it a perfect 5-star rating. While a small percentage gave lower ratings (0.53% gave it 1 star and 1.58% gave it 2 stars), the significant positive feedback indicates that students largely appreciate the integration of these important non-clinical components into their curriculum. 23.16% of students giving a 3-star rating suggests that while most are satisfied, some room for improvement may exist.

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

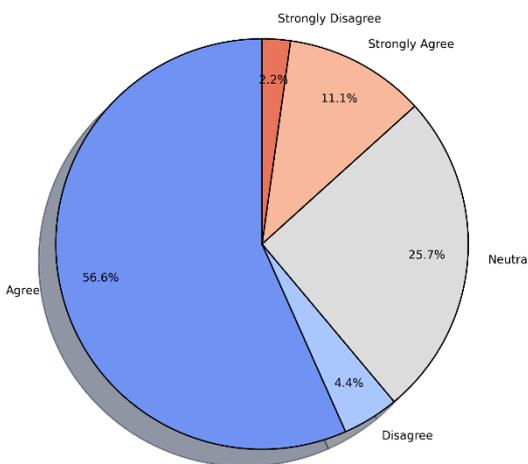
Most students (over 80%) rated the curriculum's coverage of local, national, and global issues as good to excellent (4 or 5 stars). While a significant portion (30.53%) gave a neutral rating (3 stars), relatively few students felt the curriculum was poor (less than 6% gave it 1 or 2 stars). This suggests that, overall, the curriculum is effectively incorporating these important issues, though there's room for improvement to increase the number of students who find it excellent.



Local, national, and global issues are addressed through curriculum content. (Faculty of Indian Medical System)

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

Most students (over 80%) at the Faculty of Indian Medical System, SGT University, rated the curriculum's experiential learning opportunities as good to excellent (4 or 5 stars). While a significant portion (27%) gave it a neutral rating (3 stars), only a small percentage (around 7%) expressed dissatisfaction (1 or 2 stars). This suggests that while the curriculum generally provides satisfactory opportunities for hands-on learning through fieldwork and practical's, there's still room for improvement to enhance the experiential learning aspect for a more positive student experience.



Curriculum offers opportunities for experiential learning (field work, practicals, etc.). (Faculty of Indian Medical System)

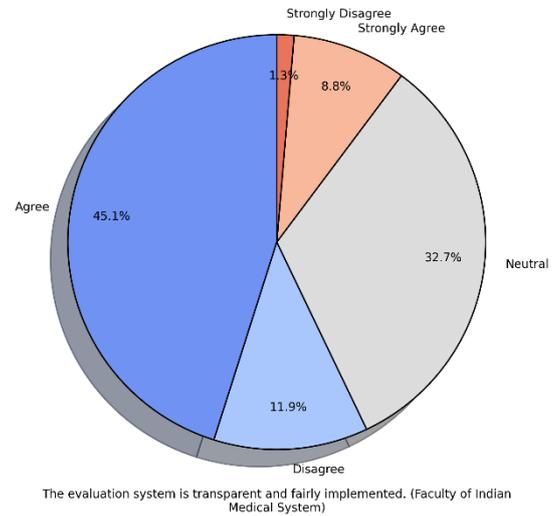
Faculty of Indian Medical System Feedback Analysis

2024-2025

Assessment and Academic Support

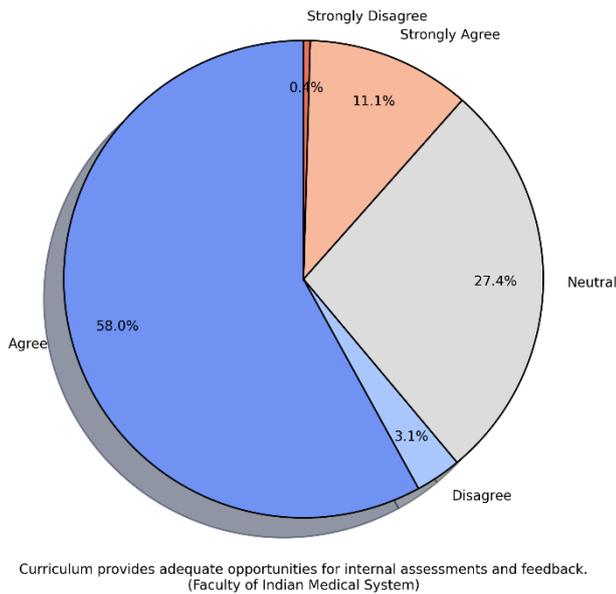
1. The evaluation system is transparent and fairly implemented.

Most students (50.53%) at the Faculty of Indian Medical System, SGT University, rated the evaluation system as 4 out of 5 stars, indicating a generally positive view of its transparency and fairness. A significant portion (35.26%) gave it a 3-star rating, suggesting some areas for potential improvement. Fewer students gave it lower ratings (1.58% gave 1 star and 2.63% gave 2 stars), while only a small number (10%) gave it a perfect 5-star rating. Overall, the feedback shows that while the system is largely considered fair and transparent, there's room for refinement to address the concerns of those who rated it lower.



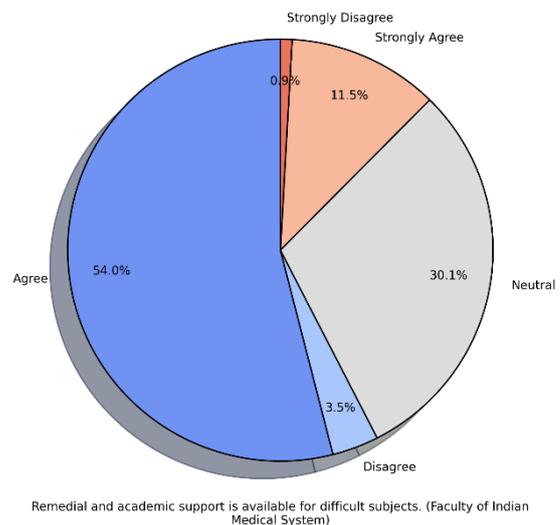
2. Curriculum provides adequate opportunities for internal assessments and feedback.

Most students at the Faculty of Indian Medical System, SGT University, feel the curriculum provides adequate opportunities for internal assessments and feedback, with over half (54.21%) giving it a 4-star rating. A significant proportion (29.47%) gave it a 3-star rating, suggesting general satisfaction, while only a small percentage (0.53%) gave it the lowest rating. Although there is some room for improvement indicated by the 3-star and lower ratings, the overall feedback is quite positive, showing that most students are happy with the assessment and feedback mechanisms in place.



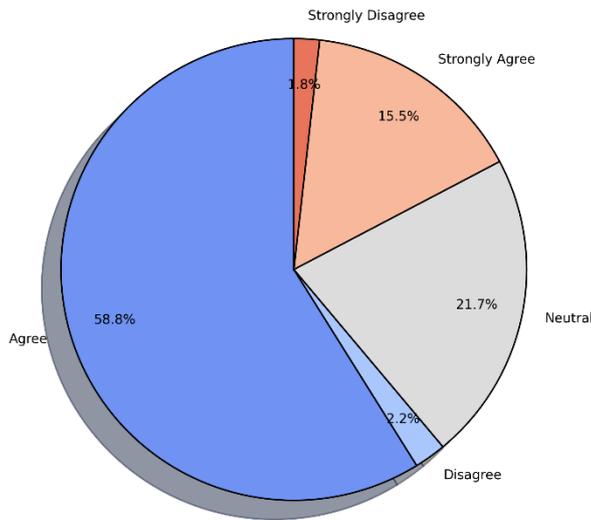
3. Remedial and academic support is available for difficult subjects.

Most students (around 83%) at the Faculty of Indian Medical System, SGT University, reported that remedial and academic support for difficult subjects is either good (4 stars) or satisfactory (3 stars). While a significant portion found it good (50%), a considerable number (33%) rated it as satisfactory. However, a small percentage of students (around 3%) felt that the support was poor (1 or 2 stars), suggesting room for improvement to ensure all students receive the necessary help they need.



Faculty of Indian Medical System Feedback Analysis

2024-2025



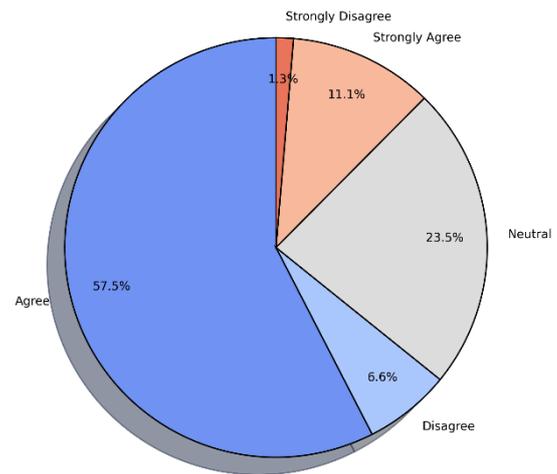
Adequate reference books are available in the library. (Faculty of Indian Medical System)

4. Adequate reference books are available in the library.

Most students (55.79%) rated the availability of adequate reference books in the library as 4 out of 5 stars, indicating a generally positive perception. While a significant portion found the resources satisfactory, a smaller number gave lower ratings (1.05% gave 1 star, 2.63% gave 2 stars), suggesting some students feel there's room for improvement in the library's collection. The relatively high number of 3-star ratings (22.63%) further points to a range of opinions, with some students neither fully satisfied nor dissatisfied with the current selection.

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

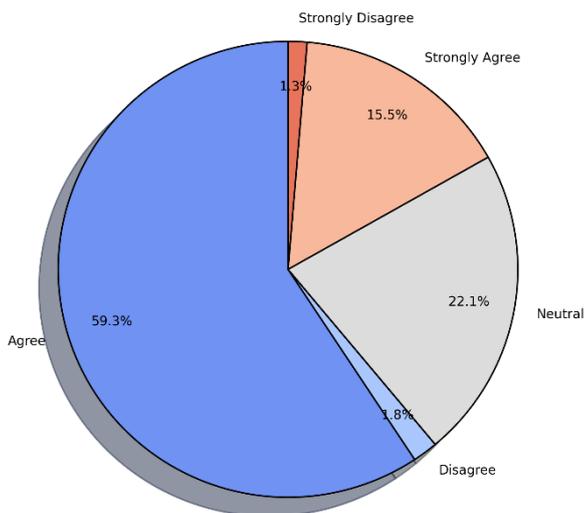
Most students (55.79%) rated the availability of appropriate reference materials (print and online) as 4 out of 5 stars, indicating a generally positive perception. While a significant portion found the resources satisfactory, a considerable number (23.68%) gave a 3-star rating, suggesting room for improvement. A smaller percentage felt the resources were only adequate (6.84% gave 2 stars), and a very small fraction (1.05% gave 1 star) felt the materials were insufficient. Overall, the feedback shows a predominantly positive view of the reference materials provided, but with some areas needing attention to further



Appropriate reference material (print & online) is provided. (Faculty of Indian Medical System)

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

Most students (56.32%) rated the timely conduct of tests and examinations as 4 out of 5 stars, indicating a high level of satisfaction. A significant portion (23.68%) gave a 3-star rating, suggesting general approval but perhaps room for minor improvements. Only a small percentage gave lower ratings (1.05% gave 1 star and 1.58% gave 2 stars), while 17.37% gave the highest rating of 5 stars. Overall, the feedback shows that most students are satisfied with the timeliness of tests and examinations, although there's potential for further improvements based on the smaller number of lower and higher ratings.



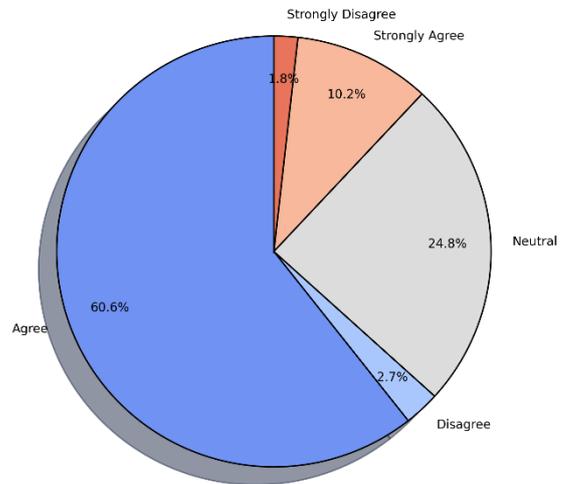
Tests and examinations are conducted within the scheduled timeframe. (Faculty of Indian Medical System)

Faculty of Indian Medical System Feedback Analysis

2024-2025

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

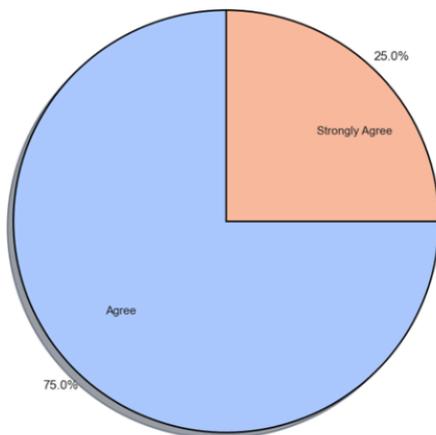
Most students (56.84%) at SGT University's Faculty of Indian Medical System find the examination and evaluation pattern satisfactory, rating it 4 out of 5 stars. A significant portion (26.84%) gave a neutral rating of 3 stars. While a smaller number of students gave higher (11.58%) and lower (1.58% and 3.16%) ratings, the overall feedback leaned towards positive, suggesting that most students are reasonably content with the university's assessment methods.



Examination and evaluation pattern of the university is satisfactory. (Faculty of Indian Medical System)

Teacher's Feedback

Curriculum Design & Delivery



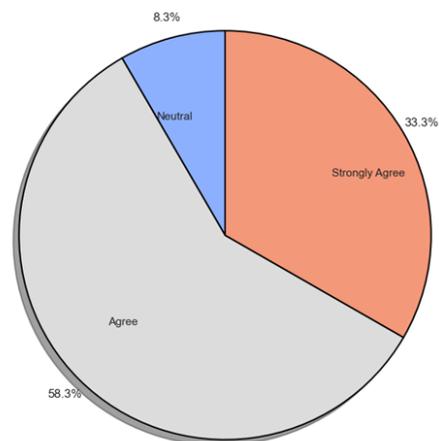
The curriculum is well-structured and aligned with program objectives. (Faculty of Indian Medical System)

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

The teacher feedback indicates a high level of satisfaction with the curriculum at the Faculty of Indian Medical System, SGT University. While a significant majority (75%) rated the curriculum's structure and alignment with program objectives as four out of five stars, a further 25% gave it the highest possible rating of five stars. This overwhelmingly positive response suggests the curriculum is largely effective and well-received by the teaching faculty.

2. Curriculum includes sufficient interdisciplinary components.

The feedback from Faculty of Indian Medical System teachers at SGT University regarding the curriculum's interdisciplinary components shows a largely positive view. While a small percentage (8.33%) rated it as average (3 stars), the majority (58.33%) gave a positive rating of 4 stars, indicating a satisfactory level of interdisciplinary content. A significant portion (33.33%) even rated it highly with 5 stars, suggesting the curriculum effectively integrates interdisciplinary elements. Overall, the results highlight a generally favorable perception of the curriculum's interdisciplinary approach.



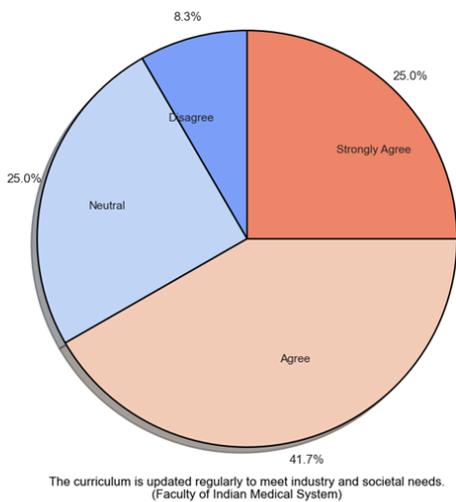
Curriculum includes sufficient interdisciplinary components. (Faculty of Indian Medical System)

Faculty of Indian Medical System Feedback Analysis

2024-2025

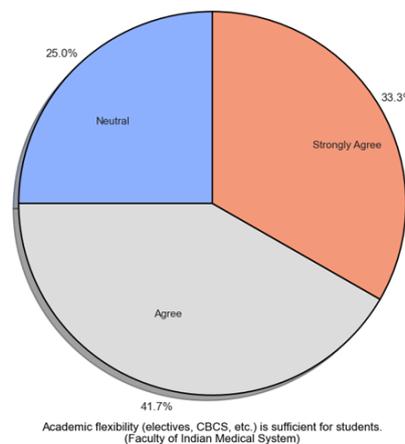
3. The curriculum is updated regularly to meet industry and societal needs.

Teacher feedback on curriculum updates at the Faculty of Indian Medical System, SGT University, reveals a generally positive but not overwhelmingly enthusiastic view. While a significant majority (66.67%) rated the curriculum updates as either 4 or 5 stars, indicating satisfaction with its relevance to industry and societal needs, a considerable portion (33.33%) gave lower ratings of 2 or 3 stars, suggesting room for improvement in keeping the curriculum truly up-to-date and responsive to evolving demands. This indicates a need for further investigation into areas needing updating to fully align the curriculum with current industry and societal expectations.



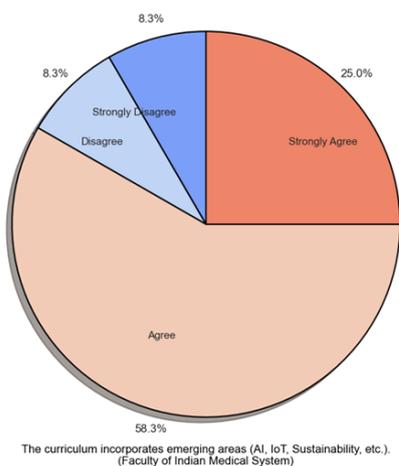
4. Academic flexibility (electives, CBCS, etc.) is sufficient for students.

Faculty feedback on academic flexibility at SGT University's Faculty of Indian Medical System indicates generally positive sentiment. While a significant portion (41.67%) rated flexibility as four out of five stars, a substantial number also provided top marks (33.33%), suggesting a considerable level of satisfaction with the current system. A smaller percentage (25%) gave a three-star rating, which while positive, might indicate areas for potential improvement or further refinement of the academic structure to fully meet teacher expectations. Overall, the data suggests a predominantly favorable perception of academic flexibility among the faculty surveyed.



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

Teacher feedback on the curriculum's incorporation of emerging areas like AI, IoT, and sustainability reveals a predominantly positive view. While a small percentage gave ratings of 1 or 2 stars (each at 8.33%), a significant majority (58.33%) rated it 4 stars, indicating a good level of satisfaction. A further 25% awarded the highest rating of 5 stars, suggesting that a substantial portion of teachers believe the curriculum effectively integrates these important modern aspects. Overall, the results suggest a generally favorable perception of the curriculum's forward-thinking approach.

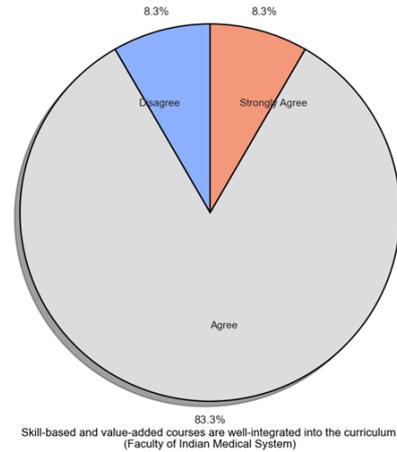


Faculty of Indian Medical System Feedback Analysis

2024-2025

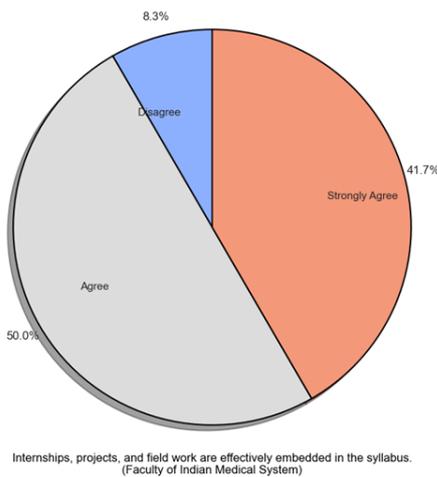
6. Skill-based and value-added courses are well-integrated into the curriculum.

The overwhelming majority of teachers (83.33%) at the Faculty of Indian Medical System, SGT University, rated the integration of skill-based and value-added courses into the curriculum as excellent (4 stars). A small percentage (8.33%) gave it a 2-star rating, indicating some areas for potential improvement, and a similarly small percentage (8.33%) gave it a perfect 5-star rating. Overall, the feedback strongly suggests a high level of satisfaction with the current curriculum's integration of these important courses, although minor refinements might be considered based on the limited 2-star feedback.



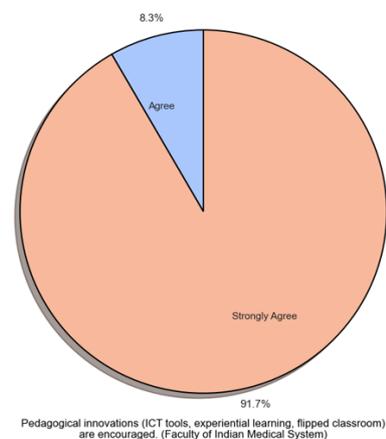
7. Internships, projects, and field work are effectively embedded in the syllabus.

Teacher feedback on the integration of internships, projects, and fieldwork into the Faculty of Indian Medical System's syllabus reveals a largely positive assessment. While a significant majority (91.67%) rated the embedding as either 4 or 5 stars, indicating effective integration, a notable minority (8.33%) gave a lower 2-star rating, suggesting room for improvement in this area for a subset of the curriculum or teaching approaches. This highlights the need to address the concerns raised by those giving the lower rating to ensure consistent effectiveness across all aspects of the program.



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

The overwhelming majority (91.67%) of teachers at the Faculty of Indian Medical System, SGT University, strongly agree (5 stars) that pedagogical innovations using ICT tools, experiential learning, and flipped classrooms are encouraged. A small minority (8.33%) gave a positive but slightly less enthusiastic 4-star rating, indicating an almost unanimous and highly positive perception of the institution's support for innovative teaching methods.

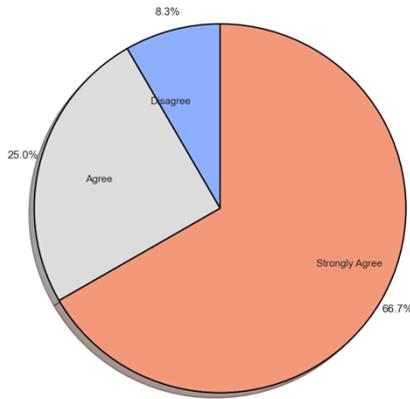


Faculty of Indian Medical System Feedback Analysis

2024-2025

Teaching-Learning and Evaluation

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

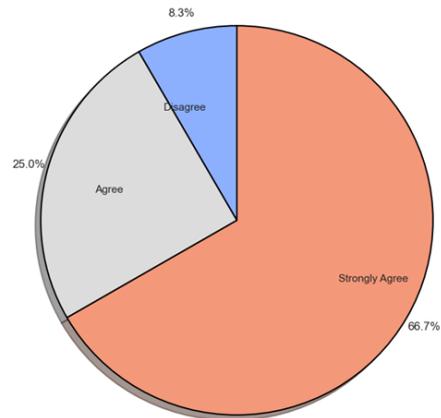


The teaching-learning process is student-centric and participative. (Faculty of Indian Medical System)

The feedback on the student-centric and participative nature of the teaching-learning process at the Faculty of Indian Medical System, SGT University, reveals a largely positive perception. While a small percentage (8.33%) gave a 2-star rating, indicating some areas for improvement, a significant majority (66.67%) rated the process highly with 5 stars. The remaining 25% gave a 4-star rating, suggesting a generally positive experience with room for minor enhancements. Overall, the data indicates a predominantly favorable view of the teaching-learning process's student-centered and participative approach.

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

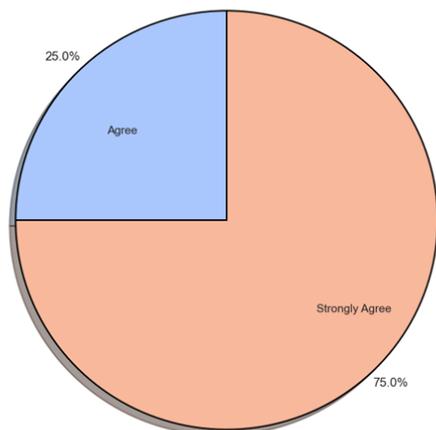
The feedback on the fairness, transparency, and outcome-based nature of the evaluation process at the Faculty of Indian Medical System, SGT University, reveals a largely positive perception. While a small minority (8.33%) gave a 2-star rating, indicating some dissatisfaction, the majority of respondents (91.67%) rated the process either 4 or 5 stars, signifying considerable satisfaction with its fairness, transparency, and focus on outcomes. The substantial proportion of 5-star ratings (66.67%) suggests a strong positive perception of the evaluation system.



The evaluation process is fair, transparent, and outcome based. (Faculty of Indian Medical System)

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

The overwhelming majority of teachers at the Faculty of Indian Medical System, SGT University, rate the availability of remedial classes and academic support for slow learners highly. With 75% giving a 5-star rating and 25% giving a 4-star rating, the feedback indicates a strong positive perception of the support systems in place for students who require additional assistance. This suggests the university's efforts in providing such support are largely effective and well-received by faculty.



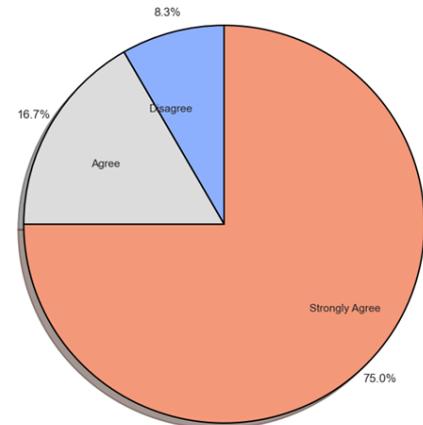
Remedial classes and academic support are available for slow learners. (Faculty of Indian Medical System)

Faculty of Indian Medical System Feedback Analysis

2024-2025

4. Advanced learners are encouraged with additional learning opportunities.

The teacher feedback indicates a generally positive view of advanced learning opportunities at the Faculty of Indian Medical System, SGT University. While a minority of teachers gave a rating of 2 stars (8.33%), suggesting some room for improvement, the vast majority (75%) awarded the highest rating of 5 stars, demonstrating strong satisfaction with the provision of extra learning resources for advanced students. The remaining 16.67% gave a 4-star rating, further reinforcing the largely positive perception of this aspect of the program.

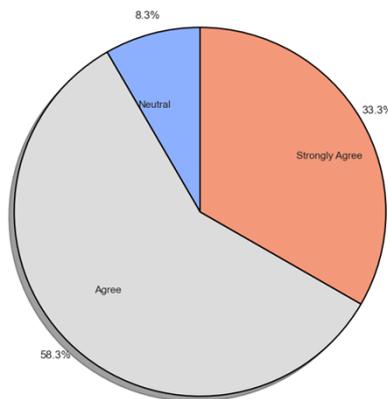


Advanced learners are encouraged with additional learning opportunities. (Faculty of Indian Medical System)

Research, Development & Extension

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

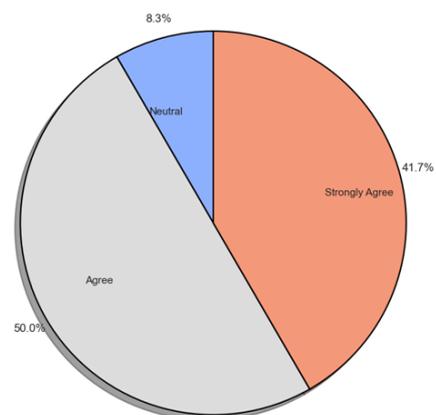
The feedback from teachers at the Faculty of Indian Medical System, SGT University, indicates a largely positive perception of research facilities and support. While a small percentage (8.33%) gave a 3-star rating, suggesting some areas for improvement, the majority (58.33%) rated the facilities and support as 4-star, showing a good level of satisfaction. A significant portion (33.33%) even provided a top 5-star rating, highlighting a strong level of satisfaction with the resources available for research activities. Overall, the results suggest a generally positive assessment of the research environment.



Adequate facilities and support are available for research activities. (Faculty of Indian Medical System)

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

The majority of teachers at the Faculty of Indian Medical System, SGT University, reported a high level of encouragement for publishing in reputed journals and conferences, with 41.67% giving a 5-star rating and 50% giving a 4-star rating. While a smaller percentage (8.33%) provided a 3-star rating, the overall feedback strongly indicates a positive perception of the institution's support for scholarly publication.

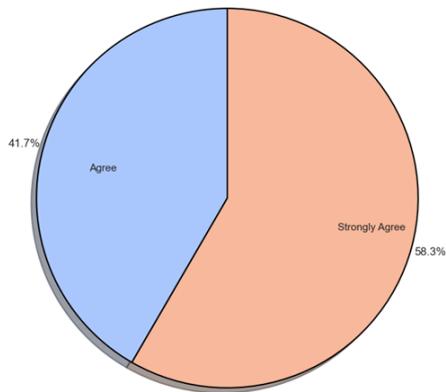


There is encouragement for publishing in reputed journals and conferences. (Faculty of Indian Medical System)

Faculty of Indian Medical System Feedback Analysis

2024-2025

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

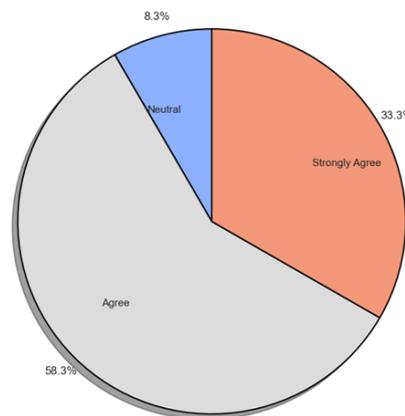


The institution supports participation in FDPs, workshops, and conferences. (Faculty of Indian Medical System)

The Faculty of Indian Medical System at SGT University receives overwhelmingly positive feedback regarding its support for faculty participation in professional development activities like FDPs, workshops, and conferences. A significant majority (58.33%) of respondents awarded a 5-star rating, indicating strong satisfaction with the institution's support, while the remaining 41.67% gave a 4-star rating, further reinforcing a generally high level of approval. This suggests the institution effectively facilitates opportunities for faculty professional growth.

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

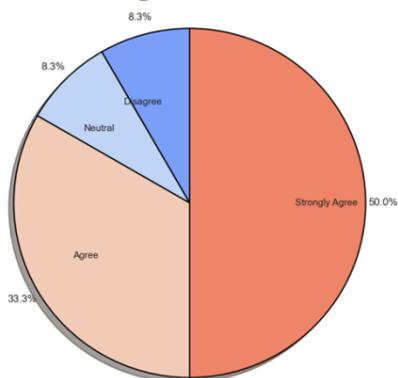
Teacher feedback regarding industry/institutional collaborations for research and training at the Faculty of Indian Medical System, SGT University, reveals a predominantly positive perception. While a minority rated the collaborations as average (3 stars, 8.33%), the majority strongly agreed (4 stars, 58.33%) and a significant portion rated them excellent (5 stars, 33.33%). Overall, the results suggest a high level of satisfaction with existing collaborations, indicating a potentially strong foundation for future partnerships and initiatives.



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

Infrastructure and Facilities

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



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

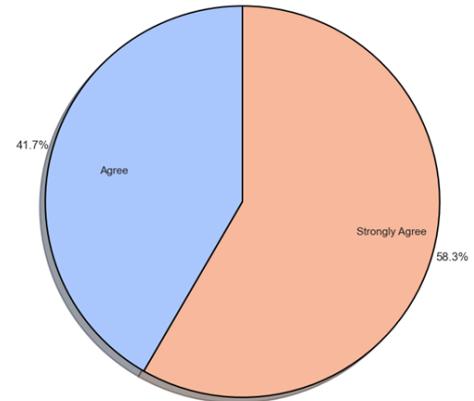
Teacher feedback on campus infrastructure at the Faculty of Indian Medical System, SGT University, reveals a generally positive perception, with a majority (50%) giving a top 5-star rating. While a significant portion (33.33%) rated the infrastructure 4 stars, a smaller percentage provided 2 and 3-star ratings (8.33% each), suggesting room for improvement in certain areas, although overall satisfaction is relatively high.

Faculty of Indian Medical System Feedback Analysis

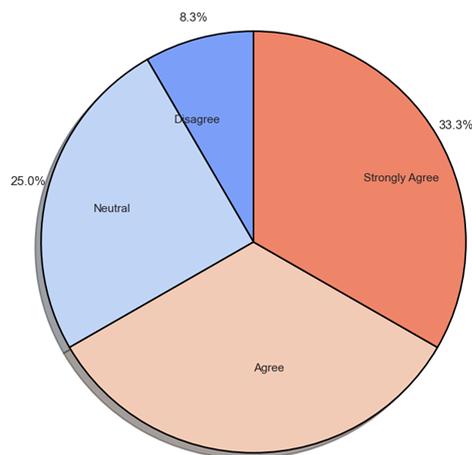
2024-2025

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

The feedback on ICT infrastructure at the Faculty of Indian Medical System, SGT University, indicates a largely positive perception. A significant majority of teachers (58.33%) rated the infrastructure as excellent (5 stars), while another substantial portion (41.67%) gave it a positive rating of 4 stars. This suggests that the ICT resources, including projectors, internet access, and smart classrooms, are generally considered adequate and well-received by the faculty.



ICT infrastructure (projectors, internet, smart classrooms) is adequate. (Faculty of Indian Medical System)



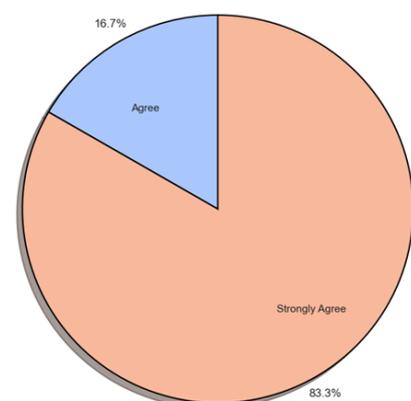
Laboratory facilities and equipment are sufficient and regularly upgraded. (Faculty of Indian Medical System)

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

Teacher feedback on laboratory facilities and equipment at the Faculty of Indian Medical System, SGT University, reveals a generally positive but not overwhelmingly enthusiastic assessment. While a significant portion of respondents (66.66%) rated the facilities 4 or 5 stars, indicating sufficient and regularly upgraded equipment, a considerable number (33.33%) gave lower ratings of 2 or 3 stars, suggesting areas for improvement remain. This highlights a need to address the concerns of the teachers who rated the facilities less favorably to ensure overall satisfaction and optimal learning conditions.

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

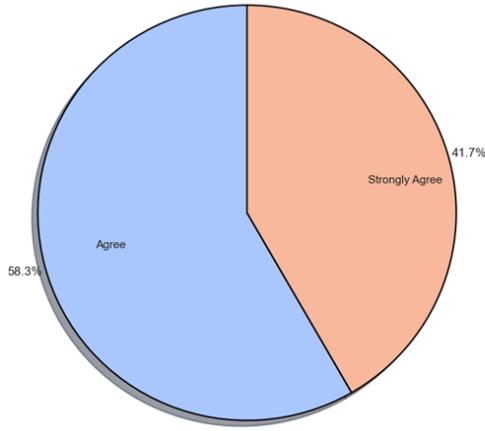
The overwhelming majority (83.33%) of Faculty of Indian Medical System teachers at SGT University rated the library's resources as excellent (5 stars), indicating high satisfaction with the availability of books, journals, and electronic resources. A smaller percentage (16.67%) gave a 4-star rating, suggesting a generally positive perception of the library's resources with perhaps minor areas for improvement. Overall, the feedback strongly supports the adequacy and quality of the library's resources.



The library provides adequate resources (books, journals, e-resources). (Faculty of Indian Medical System)

Faculty of Indian Medical System Feedback Analysis

2024-2025



There is access to online learning platforms and academic databases. (Faculty of Indian Medical System)

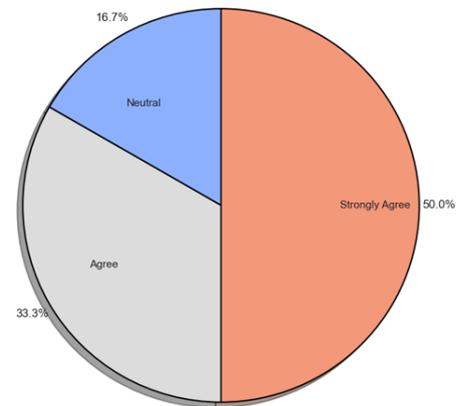
5. There is access to online learning platforms and academic databases.

The overwhelming majority of teachers at the Faculty of Indian Medical System, SGT University, report positive access to online learning platforms and academic databases. With 58.33% giving a 4-star rating and 41.67% giving a 5-star rating, the average satisfaction is very high, indicating a largely successful implementation and utilization of these resources.

Institutional Governance & Support

1. The institution provides opportunities for professional development.

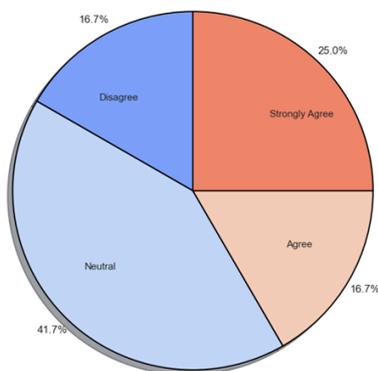
Faculty feedback indicates a generally positive view of professional development opportunities at the Faculty of Indian Medical System, SGT University. While a significant majority (50%) rated the opportunities as excellent (5 stars), a substantial portion (33.33%) gave a positive but slightly less enthusiastic rating of 4 stars. The remaining responses (16.67% at 3 stars) suggest that while most are satisfied, there's room for improvement or that a small subset of teachers may perceive fewer opportunities compared to others.



The institution provides opportunities for professional development. (Faculty of Indian Medical System)

2. Administrative procedures are transparent and teacher - friendly.

Teacher feedback on the transparency and teacher-friendliness of administrative procedures at the Faculty of Indian Medical System, SGT University reveals a somewhat mixed perception. While a significant portion (41.67%) rated the procedures as average (3 stars), a notable percentage (25%) found them to be very good (5 stars). However, a combined 33.34% of respondents gave lower ratings (2 and 4 stars), suggesting room for improvement in streamlining and clarifying administrative processes to enhance teacher satisfaction.



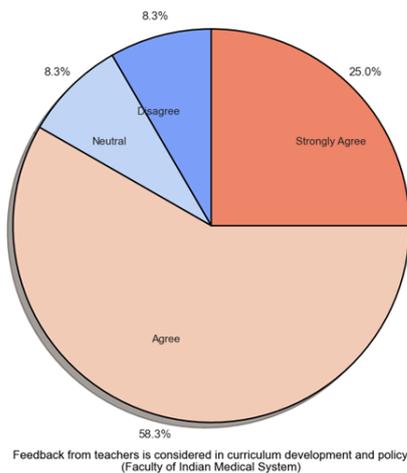
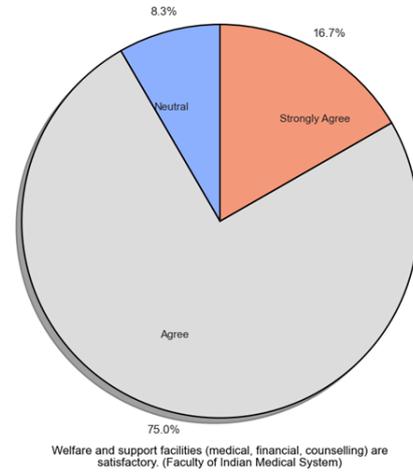
Administrative procedures are transparent and teacher-friendly. (Faculty of Indian Medical System)

Faculty of Indian Medical System Feedback Analysis

2024-2025

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

The overwhelming majority (75%) of teachers at the Faculty of Indian Medical System, SGT University, rated welfare and support facilities as 4 out of 5 stars, indicating a high level of satisfaction. While a smaller percentage gave 3-star ratings (8.33%), signifying some room for improvement, a positive proportion (16.67%) provided the highest possible rating of 5 stars. Overall, the feedback suggests a generally positive perception of the available medical, financial, and counselling support, although minor enhancements could further boost teacher satisfaction.



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

The feedback indicates a generally positive perception of teacher input influencing curriculum development and policy at the Faculty of Indian Medical System, SGT University. While a significant majority (58.33%) rated the consideration of teacher feedback as 4 out of 5 stars, suggesting substantial agreement, a noticeable portion (around 33%) provided ratings of 2 or 3 stars, indicating room for improvement in ensuring teacher feedback is fully integrated into these processes. This highlights a need to further enhance communication and action taken on teacher suggestions to achieve broader satisfaction.

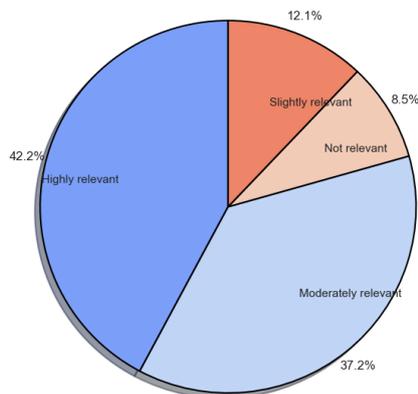
Faculty of Indian Medical System Feedback Analysis

2024-2025

Alumni Feedback

Feedback on Curriculum

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

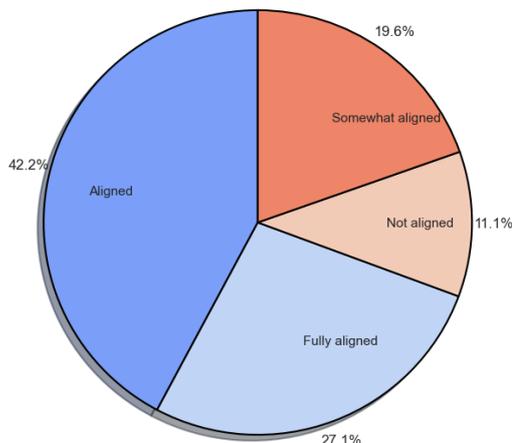


How relevant was the curriculum to your current job or career? (Alumni)

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?

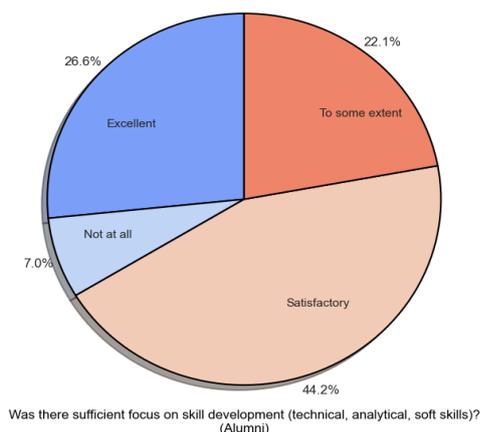
SGT University alumni feedback shows that a significant majority (almost 70%) felt the curriculum was either aligned or fully aligned with current industry standards. While a smaller portion (around 20%) felt it was only somewhat aligned, a relatively small percentage (about 11%) felt the curriculum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



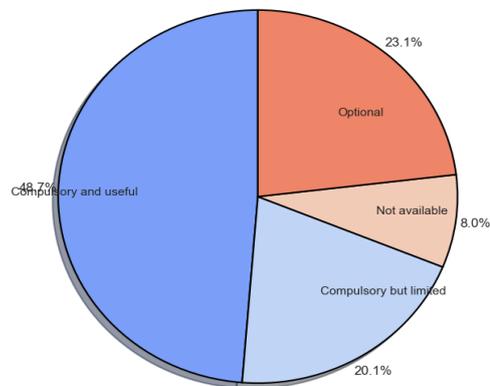
Was there sufficient focus on skill development (technical, analytical, soft skills)? (Alumni)

Faculty of Indian Medical System Feedback Analysis

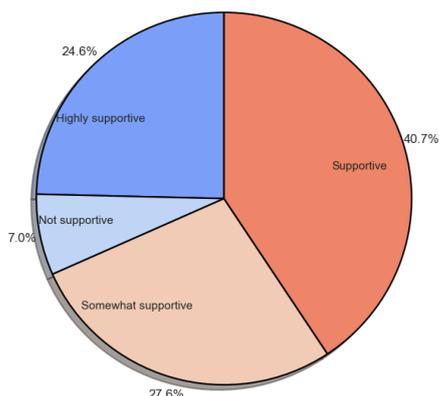
2024-2025

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

SGT University alumni feedback shows that almost half (48.74%) found internship/apprenticeship opportunities to be both compulsory and beneficial to their studies. A significant portion (20.1%) felt these opportunities were compulsory but limited in scope, while a smaller number (23.12%) reported them as optional. A concerning 8.04% indicated that such opportunities were not available at all, suggesting a need to improve access and the range of internship and apprenticeship options.



Were internship/apprenticeship opportunities integrated into your course? (Alumni)



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

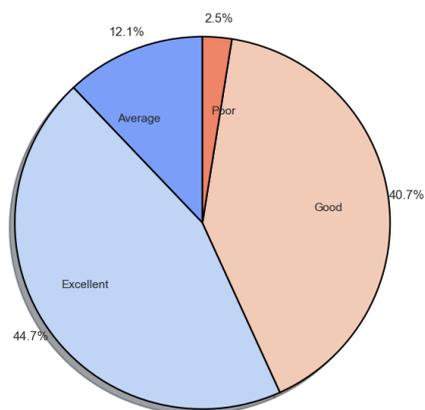
5. Did the program support your preparation for higher studies or competitive exams?

The majority of SGT University alumni felt that their program was supportive in preparing them for higher studies or competitive exams, with a significant portion rating it as "Supportive" (40.7%) or "Somewhat supportive" (27.6%). While a smaller number found it "Highly supportive" (24.62%), a relatively small percentage (7.04%) reported the program as "Not supportive," suggesting that overall, the program's effectiveness in preparing students for further academic pursuits is viewed favorably by alumni.

Teaching & Learning Environment

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

SGT University alumni overwhelmingly rated the quality of their teaching resources as good or excellent, with over 85% giving positive feedback. While a small percentage (around 2.5%) rated the resources as poor, the majority clearly found the faculty, books, and materials to be of high quality, indicating a strong overall perception of the educational resources provided by the university.

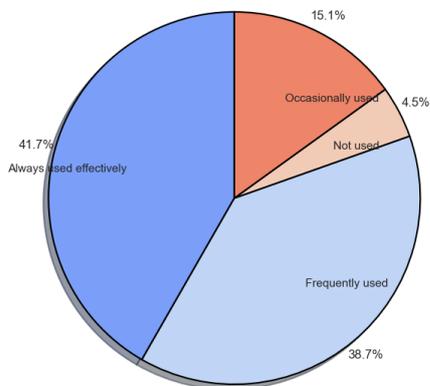


How would you rate the quality of teaching resources (faculty, books, materials)? (Alumni)

Faculty of Indian Medical System Feedback Analysis

2024-2025

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

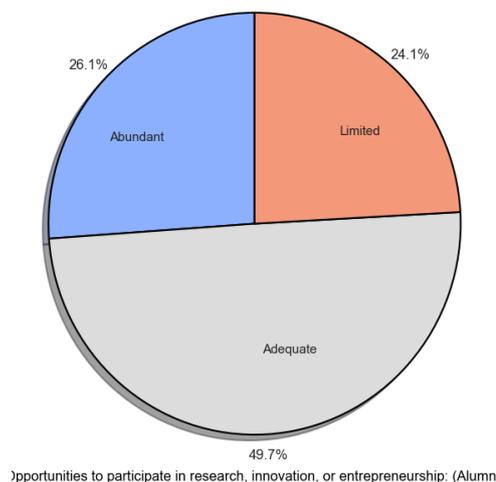


Use of modern teaching aids and learning platforms (PPTs, LMS, etc.): (Alumni)

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.

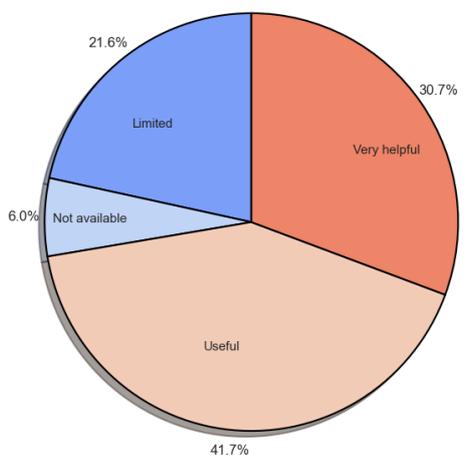
3. Opportunities to participate in research, innovation, or entrepreneurship:

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.

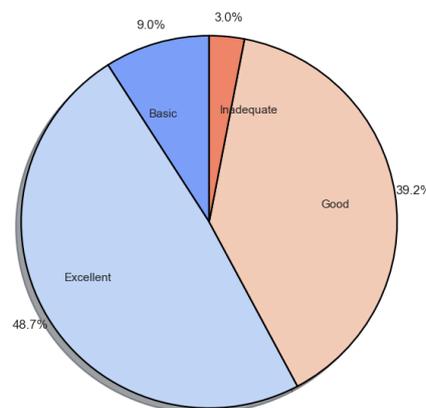
Faculty of Indian Medical System Feedback Analysis

2024-2025

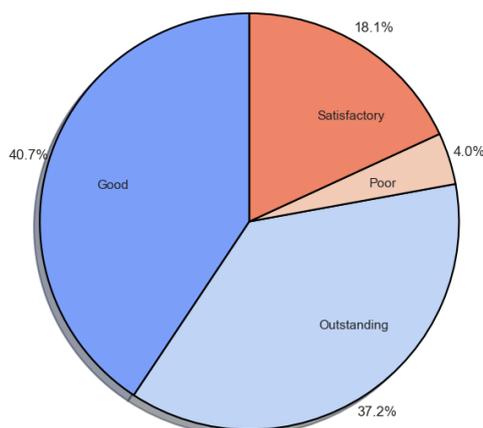
Campus Facilities & Infrastructure

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)



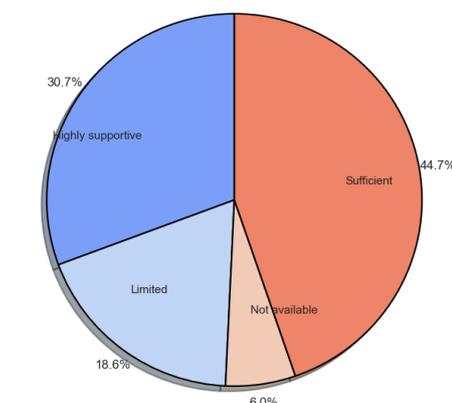
Facilities provided (Library, Labs, Internet, Hostel, Sports): (Alumni)

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:

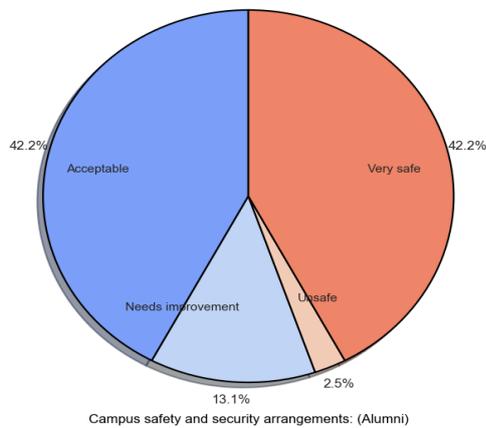
SGT University alumni feedback shows that a significant majority (44.72%) found the availability of digital and physical resources for self-learning and projects to be sufficient. A considerable portion (30.65%) rated the resources as highly supportive, indicating positive experiences. However, a notable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

2024-2025



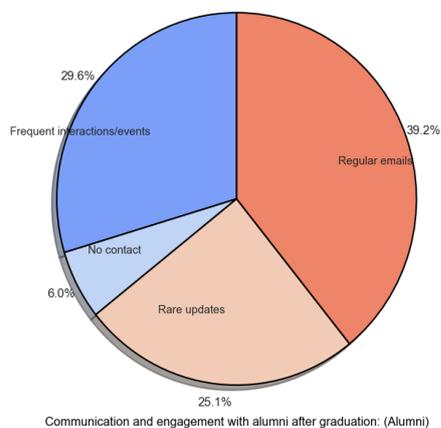
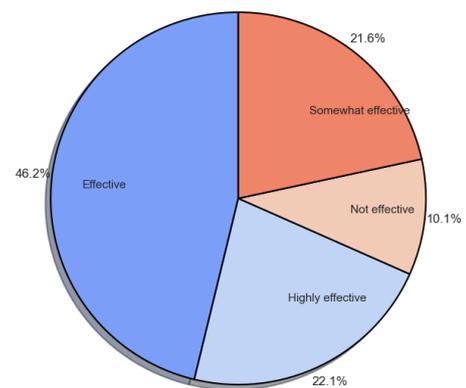
4. Campus safety and security arrangements:

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:

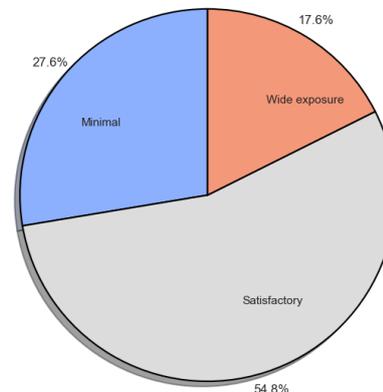
Over half (52.2%) at SGT COP, SGT University rate experiential learning as 5 stars, with 25.5% at 4 stars. Dissent is minimal (2.5–3.1%), reflecting strong hands-on components.

Faculty of Indian Medical System Feedback Analysis

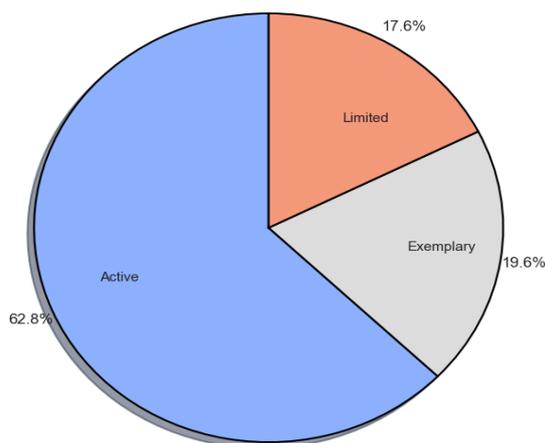
2024-2025

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)

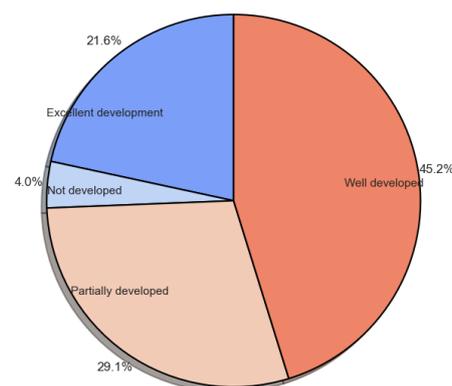
4. Contribution of university towards social responsibility & sustainability:

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.

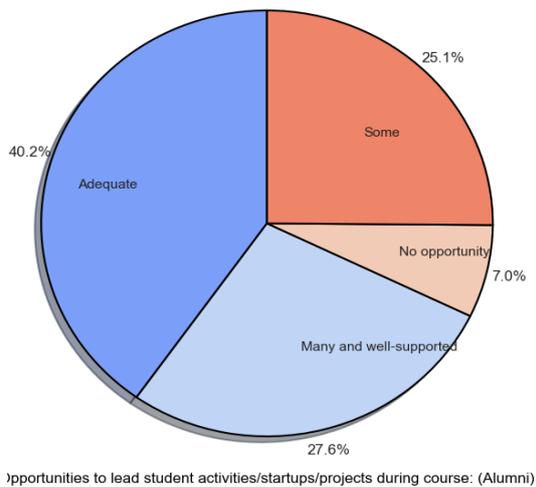


Development of personality, leadership, and communication skills: (Alumni)

Faculty of Indian Medical System Feedback Analysis

2024-2025

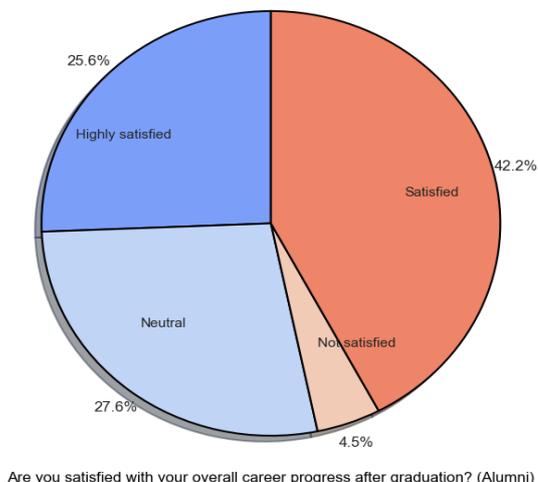
2. Opportunities to lead student activities/startups /projects during course:



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 Indian Medical System Feedback Analysis

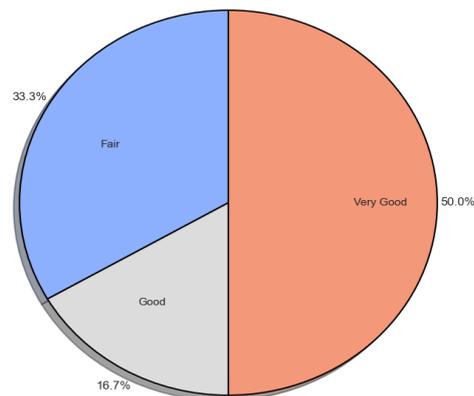
2024-2025

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?

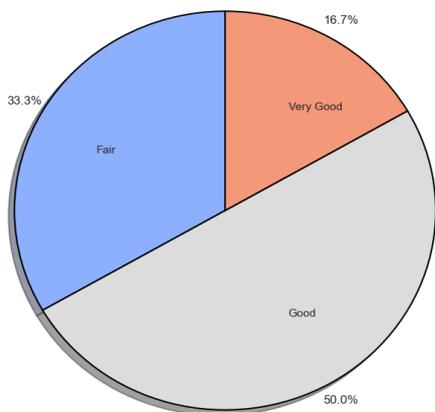
Employer feedback on SGT University graduates' subject knowledge and skills shows a mixed bag. While half of the employers rated graduates at 4 out of 5 stars, indicating a good level of proficiency, a significant portion (one-third) gave only a 2-star rating, suggesting some concerns about the graduates'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



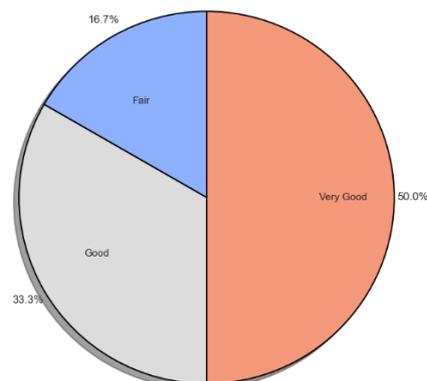
Are SGT graduates effective in team collaboration and clear in both verbal and written communication? (Employer)

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.



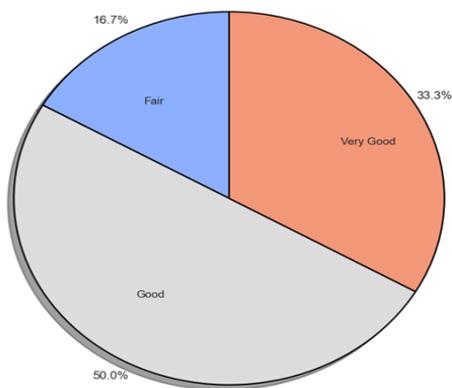
Do SGT graduates consistently demonstrate professionalism and uphold ethical standards in their roles? (Employer)

Faculty of Indian Medical System Feedback Analysis

2024-2025

Adaptability and Leadership Potential

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



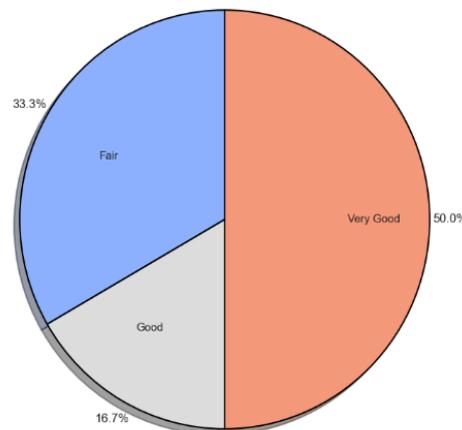
How would you assess the adaptability, initiative, and leadership potential of SGT graduates within your organization? (Employer)

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

Overall Satisfaction

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

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



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

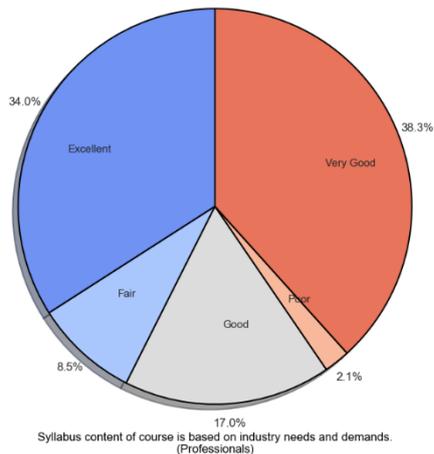
Faculty of Indian Medical System Feedback Analysis

2024-2025

Professionals Feedback

Feedback on Curriculum

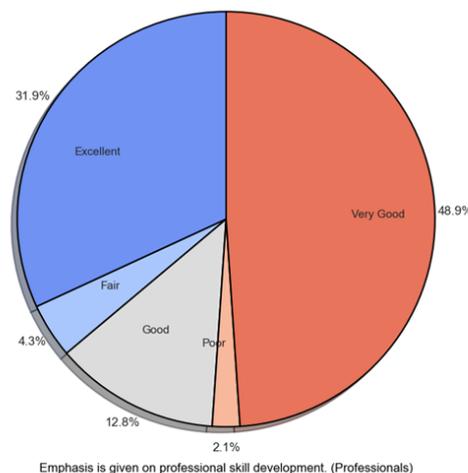
1. Syllabus content of course is based on industry needs and demands.



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.

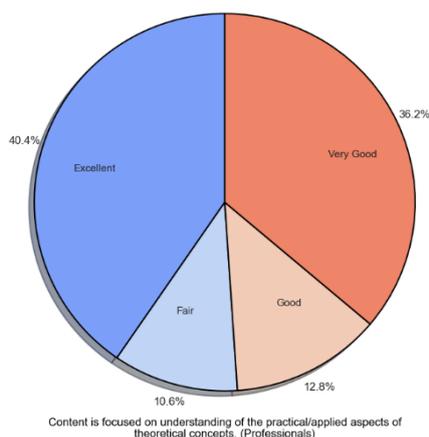
2. Emphasis is given on professional skill development.

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

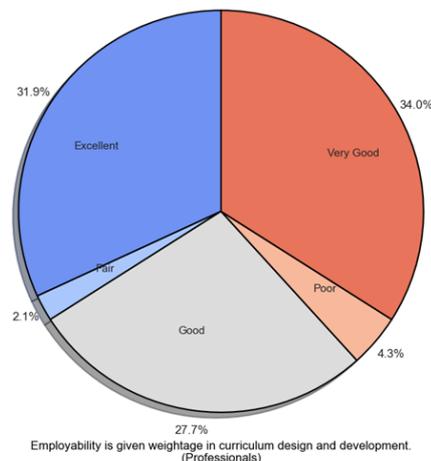


Faculty of Indian Medical System Feedback Analysis

2024-2025

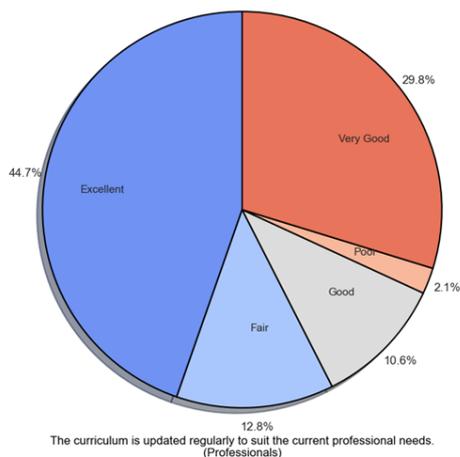
4. Employability is given weightage in curriculum design and development.?

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.



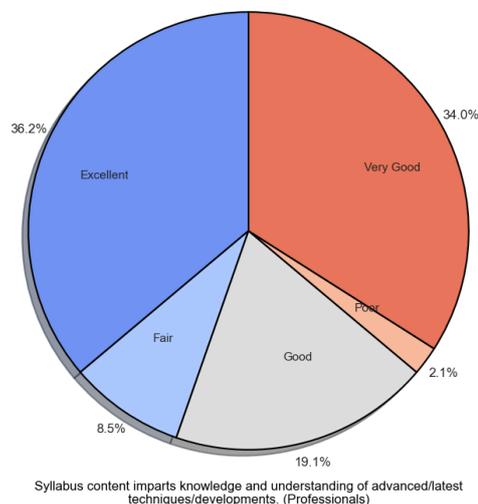
5. The curriculum is updated regularly to suit the current professional needs.

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.

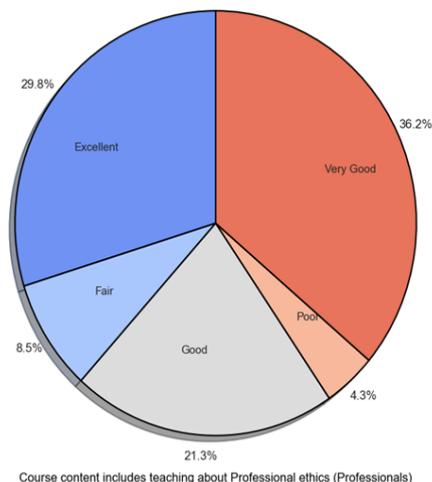
The feedback from Professionals at SGT University shows that a significant majority (over 70%) rated the syllabus content as either excellent (5 stars) or good (4 stars) in terms of imparting knowledge of advanced and latest techniques. While a smaller portion (around 27%) gave it a neutral (3 stars)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



Faculty of Indian Medical System Feedback Analysis

2024-2025

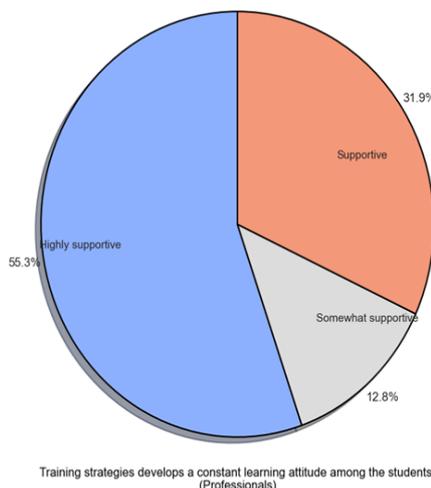
7. Course content includes teaching about Professional ethics



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.

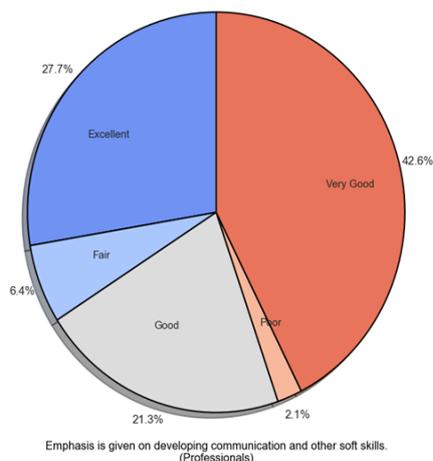
8. Training strategies develops a constant learning attitude among the students.

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.

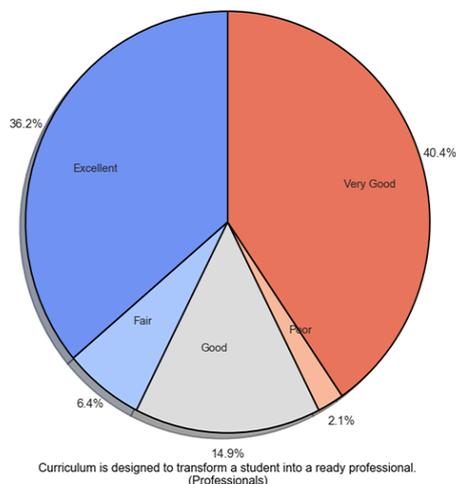
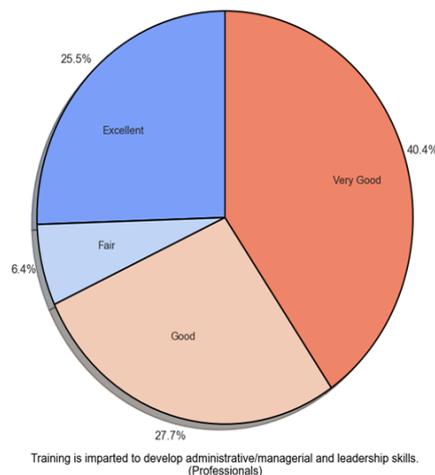


Faculty of Indian Medical System Feedback Analysis

2024-2025

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

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



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

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



Faculty of Indian Medical System (FIMS) Feedback Analysis

2024-2025

ATR Summary Report (Faculty of Indian Medical System)

S. no.	Context	Student Feedback	IQAC Recommendation	Action Taken
1.	Administrative Processes & Transparency	Students expressed the need for greater transparency and flexibility. They requested complete uploading of academic work on ERP, a review of the 75% attendance policy, and a more student-supportive administrative approach.	IQAC recommends ensuring complete and timely uploading of all academic and administrative information to ERP for transparency. It also advised reviewing the attendance policy with a student-centric approach to maintain a positive learning environment.	The concerned coordinators are already in the process of uploading all academic activities and administrative information to the ERP. With a student-centric approach, students can check their daily attendance on the ERP by the end of each day. In addition, students can also view any pending fee dues on the ERP.
3.	Curriculum Modernization & Practical Orientation	Although Most students provided positive or neutral feedback, describing the curriculum as appropriate Students requested an updated, more practical curriculum with topics like Public Review, Forensic Studies, and Radiology. They also sought more exposure and hands-on activities.	IQAC noted the positive sentiment and also advised the Board of Studies to evaluate and integrate these emerging areas into the curriculum. It further recommended increasing practical sessions, workshops, demonstrations, and case-based learning for skill enhancement.	The BAMS curriculum prescribed by NCISM is strictly followed, additionally emphasis has been placed on increasing exposure to diagnostic methods and practical learning based on student requirements. Departments have been encouraged to incorporate workshops, demonstrations, and case-based

				learning to strengthen practical orientation.
5.	Infrastructure Development	Students requested improvements in campus facilities to enhance comfort and learning.	IQAC recommends a detailed infrastructure audit focusing on classrooms, laboratories, and common spaces, followed by prioritization of required upgrades.	A comprehensive infrastructure review has been initiated covering classrooms, laboratories, skills labs, Yoga Hall and common facilities. Authorities has been requested to increase the needed infrastructure in phase wise manner.
6.	Practical Learning & Clinical Exposure	Students consistently requested a stronger practical focus, including more hands-on sessions, increased exposure, and an improved clinical approach.	IQAC advise all departments to significantly strengthen practical components through simulations, case studies, industry visits, workshops, and enhanced supervised clinical rotations.	Departments are actively organizing field visits, workshops, and clinical exposure sessions as per NCISM guidelines. Experiential learning has been strengthened to improve skill development, with increased focus on diagnostic and treatment-based exposure for students.
7.	Internships & Placement Support	Students asked for stronger support in internships and external affairs, including guidance and dedicated staff.	IQAC recommends strengthening the Placement Cell through enhanced staffing, structured internship guidance, and increased industry interactions.	Significant MoUs to be signed with Industries, wellness centre and diagnostic Centre to enhance clinical exposure and industrial and entrepreneurial

				process. E-logbook for day-to-day confirmation of activities planned already done for Interns, as per the NCISM guidelines.
8.	Teaching Quality & Learning Methods	Some Students requested improved teaching methods, more consistency, and a stronger clinically oriented approach.	IQAC advise organizing Faculty Development Programs focusing on innovative teaching strategies, consistency in pedagogy, and clinical case-based instruction. It also emphasized mentorship as a tool to enhance student–teacher engagement.	Faculty members are undergoing regularly CME, FDP and Andragogical & Pedagogical teaching methods. More health camps outreach activities are being organised to provide clinical exposure to students. New teaching methodologies as prescribed by the NCISM syllabus are in place

*****X*****



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