



**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 Medicine & Health Sciences**

**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 Medicine & Health Sciences  
Feedback Analysis  
2024-2025**



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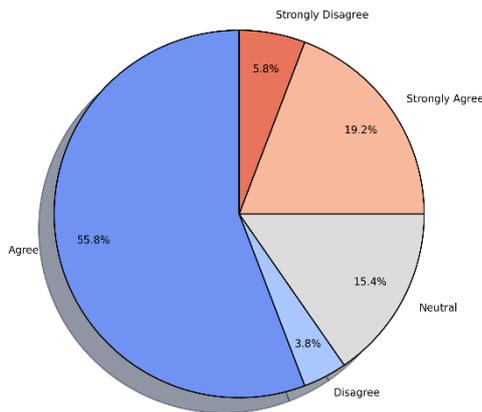
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**Student's Feedback**

**Curriculum Design and Content**

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

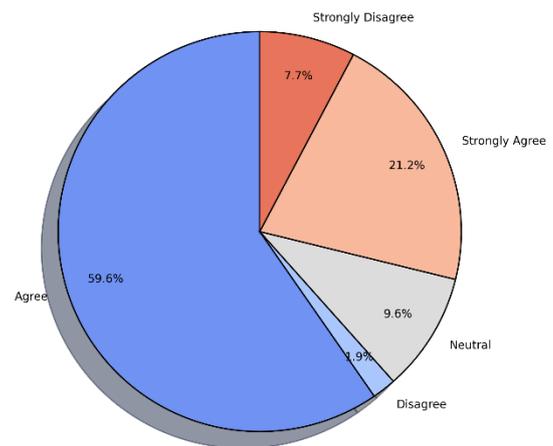


The curriculum is well-structured and logically sequenced. (Faculty of Medicine & Health Sciences)

Most students (55.77%) rated the curriculum's structure and sequencing as 4 out of 5 stars, demonstrating a strong level of satisfaction. In addition, 19.23% of students awarded it a full 5-star rating, further highlighting their appreciation for the curriculum design. The remaining feedback, which includes a few lower ratings, provides valuable insights that can help in further strengthening an already well-received curriculum. Overall, the responses clearly indicate that the curriculum is widely appreciated and effectively structured.

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

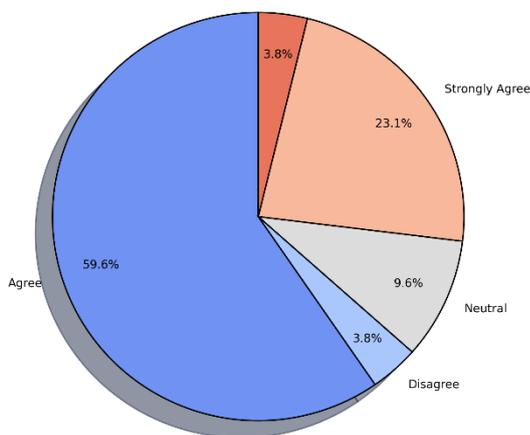
Most students (59.62%) rated the clarity of course objectives and outcomes as 4 out of 5 stars, reflecting a strong level of satisfaction. Additionally, a significant portion of students found the objectives clearly defined and well communicated. The remaining feedback, including a small segment that awarded lower ratings, offers helpful insights for further enhancing an already well-established system. Overall, the distribution of ratings clearly shows that the majority of students are satisfied, and continued refinements can make the communication of course expectations even stronger.



Course objectives and outcomes are clearly defined and communicated. (Faculty of Medicine & Health Sciences)

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

Most students (59.62%) rated the syllabus content as highly relevant (4 stars) to current industry and academic trends, reflecting strong satisfaction with its up-to-datedness and applicability. Furthermore, 23.08% of students awarded it a full 5-star rating, reinforcing the positive perception of the syllabus. The remaining responses, including a small portion of lower ratings, offer useful insights for further strengthening an already well-aligned curriculum. Overall, the feedback clearly indicates that the syllabus content is widely viewed as current, relevant, and effectively designed.



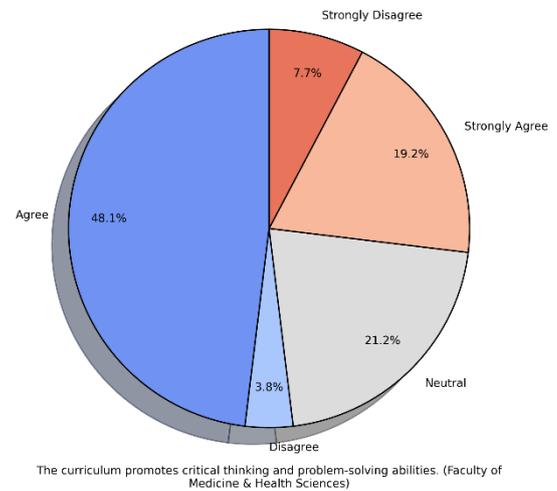
The syllabus content is relevant to current industry and academic trends. (Faculty of Medicine & Health Sciences)

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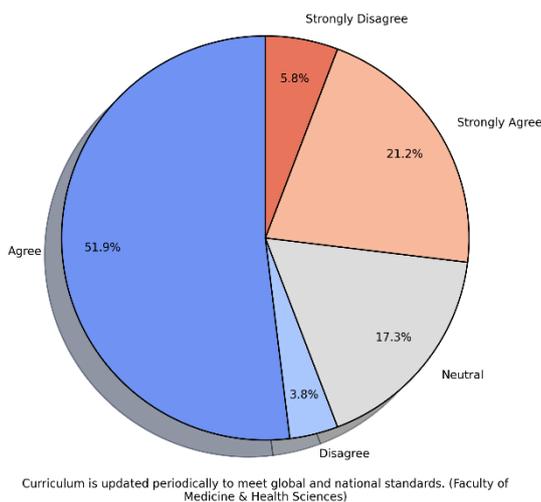
**4. The curriculum promotes critical thinking and problem-solving abilities.**

Most students (48%) rated the curriculum's effectiveness in promoting critical thinking and problem-solving skills as 4 out of 5 stars, indicating a generally positive perception. While a significant portion found it satisfactory (21% gave it 3 stars), a smaller number felt it could be improved (7.7% gave it 1 star and 3.85% gave it 2 stars). A further 19% gave it the highest rating (5 stars). Overall, the feedback suggests the curriculum is reasonably successful in fostering these abilities, but there's room for enhancement based on the students who gave lower ratings.



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

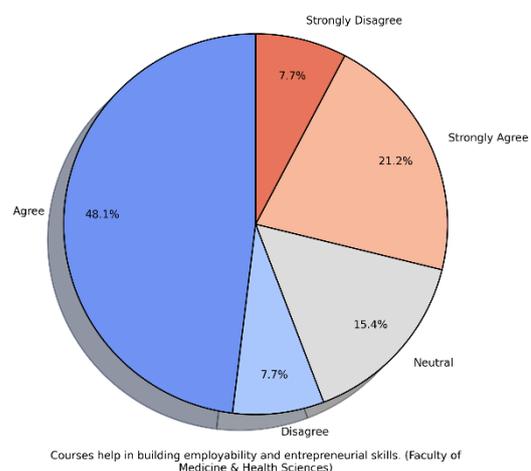
Most students (51.92%) rated the curriculum's updates to meet global and national standards as 4 out of 5 stars, reflecting a strong level of satisfaction. Additionally, 21.15% of students awarded the highest rating of 5 stars, further highlighting their appreciation for these updates. The remaining feedback, including a small portion of lower ratings, provides constructive insights for further strengthening an already well-aligned curriculum. Overall, the responses clearly indicate that the curriculum updates are widely regarded as effective in meeting both global and national standards.



**Skill Development and Employability**

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

Around 70% of students (combining 4- and 5-star ratings) felt that their courses were effective in developing employability and entrepreneurial skills, indicating a strong overall level of satisfaction. Nearly 21% of students awarded the highest rating, highlighting their strong appreciation for the skill development opportunities provided. The remaining feedback, including a small portion of lower ratings, offers valuable input for further enhancing practical skill-building initiatives. Overall, the responses clearly show that the courses are widely regarded as supportive in developing key employability and entrepreneurial competencies.

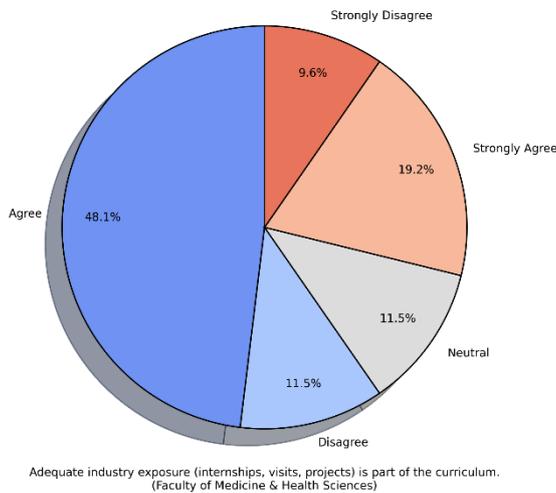


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**2. Adequate industry exposure (internships, visits, projects) is part of the curriculum.**

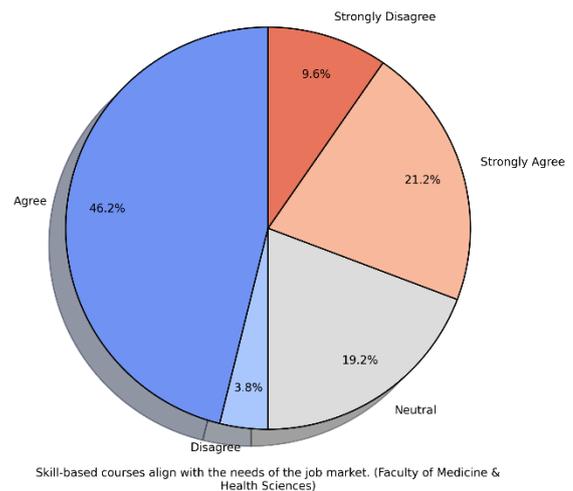
Most students (48%) rated the amount of industry exposure in the Faculty of Medicine & Health Sciences curriculum as good (4 stars), reflecting a solid level of satisfaction. Additionally, a significant portion of students provided positive ratings overall (4 or 5 stars), indicating that many appreciate the industry-oriented components already in place. The remaining feedback, including students who awarded lower ratings, offers meaningful insights for further enriching real-world learning opportunities. Overall, the responses show that while industry exposure is well-received, there is valuable scope to strengthen it even further.



Adequate industry exposure (internships, visits, projects) is part of the curriculum. (Faculty of Medicine & Health Sciences)

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

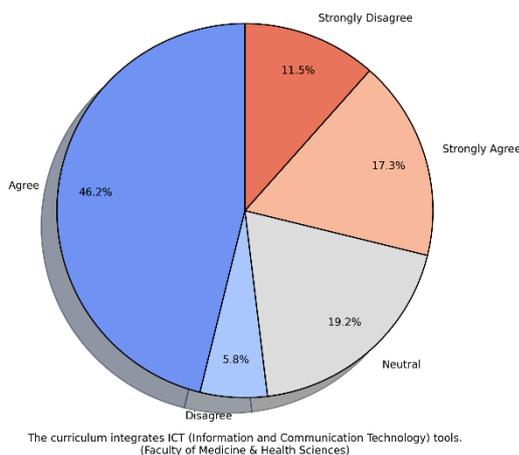
More than 67% of students at SGT University’s Faculty of Medicine & Health Sciences rated the alignment of skill-based courses with job market needs as 4 or 5 stars, reflecting a strong level of satisfaction. While a smaller portion provided lower ratings (1–3 stars), their feedback offers useful insights for further enhancement. Overall, the responses indicate that the university is effectively equipping students with relevant, job-ready skills, and the high proportion of 4-star ratings shows promising opportunities to refine the curriculum even further in line with evolving employer expectations.



Skill-based courses align with the needs of the job market. (Faculty of Medicine & Health Sciences)

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

Most students (46.15%) rated the integration of ICT tools in the curriculum as 4 out of 5 stars, reflecting a strong and positive overall perception. Additionally, 17.31% of students awarded the highest rating of 5 stars, highlighting the effectiveness of several technology-supported teaching practices. The remaining feedback, including neutral and lower ratings, provides valuable guidance for further strengthening ICT integration across all courses. Overall, the responses indicate that while ICT usage is well-appreciated, there are meaningful opportunities to enhance and optimize the technological support provided in teaching and learning.



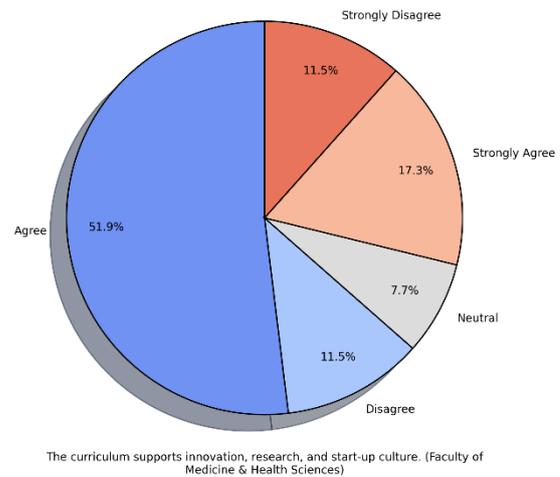
The curriculum integrates ICT (Information and Communication Technology) tools. (Faculty of Medicine & Health Sciences)

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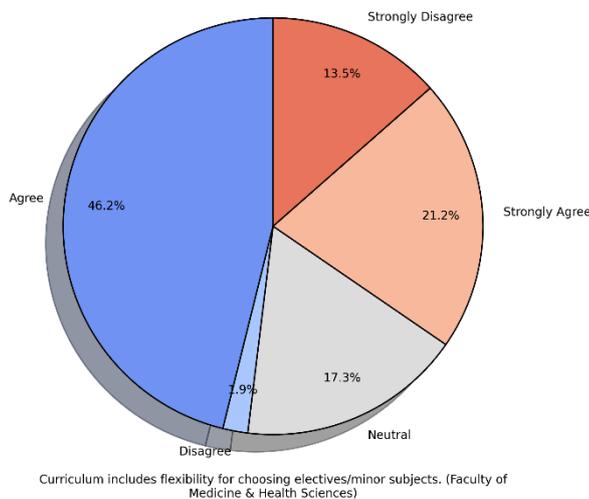
**5. The curriculum supports innovation, research, and start-up culture.**

Most students (51.92%) rated the curriculum’s support for innovation, research, and startups as 4 out of 5 stars, reflecting a strong overall level of satisfaction. Additionally, the distribution of 3- and 5-star ratings shows that several students appreciate the initiatives already in place. The remaining feedback, including lower ratings, provides valuable insights into how these components can be further strengthened. Overall, the responses indicate that while the curriculum is performing well in promoting innovation and entrepreneurial activities, there are meaningful opportunities to enhance these offerings even further.



**NEP 2020 Integration & Multidisciplinary Approach**

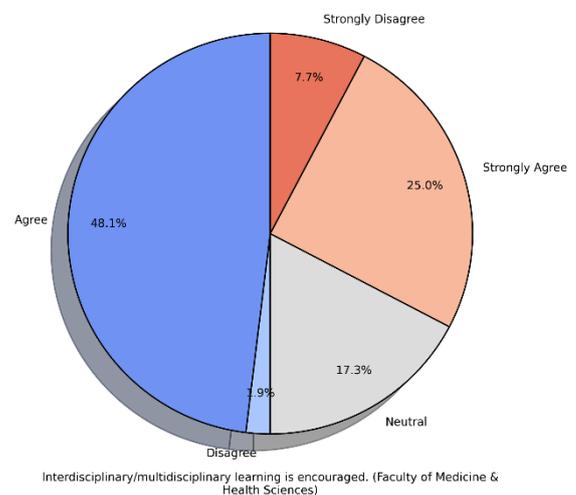
**1. Curriculum includes flexibility for choosing electives/minor subjects**



Most students (46.15%) rated the flexibility to choose electives or minor subjects in the Faculty of Medicine & Health Sciences curriculum as very good (4 stars), reflecting a strong level of appreciation. Additionally, 21.15% of students awarded the highest rating of 5 stars, further reinforcing the positive perception of the curriculum’s flexibility. The remaining feedback, including a small portion of lower ratings, offers useful insights for continued enhancement. Overall, the responses clearly indicate that the elective and minor subject options are well-received and viewed as a strong aspect of the program.

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

Most students at SGT University’s Faculty of Medicine & Health Sciences (48%) rated interdisciplinary and multidisciplinary learning as 4 out of 5 stars, reflecting a strong and positive overall perception. Additionally, 25% of students awarded the highest rating of 5 stars, further reinforcing the value they see in these learning opportunities. The remaining feedback, including a moderate number of 3-star responses, offers helpful insights for continued enhancement. Overall, the predominance of 4- and 5-star ratings clearly indicates that interdisciplinary and multidisciplinary learning is well-regarded and appreciated by the student community.

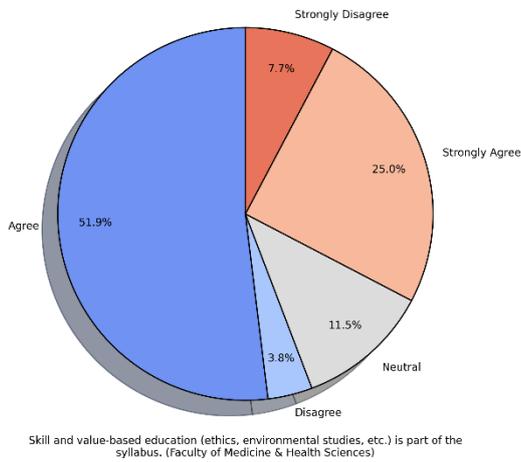


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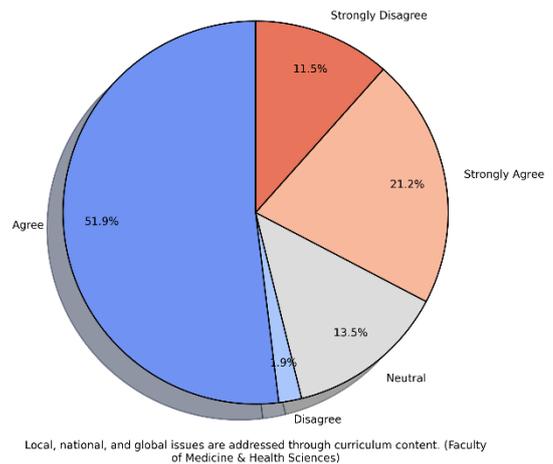
**3. Skill and value-based education (ethics, environmental studies, etc.) is part of the syllabus.**

More than 75% of students (combining 4- and 5-star ratings) felt that the inclusion of skill- and value-based education—such as ethics and environmental studies—was a strong aspect of the syllabus. A smaller portion provided a 3-star rating, indicating that they found it satisfactory, and only a very small number gave lower ratings (1 or 2 stars). Overall, the feedback clearly shows that this component of the curriculum is well-received and considered valuable by most students in the Faculty of Medicine & Health Sciences at SGT University.



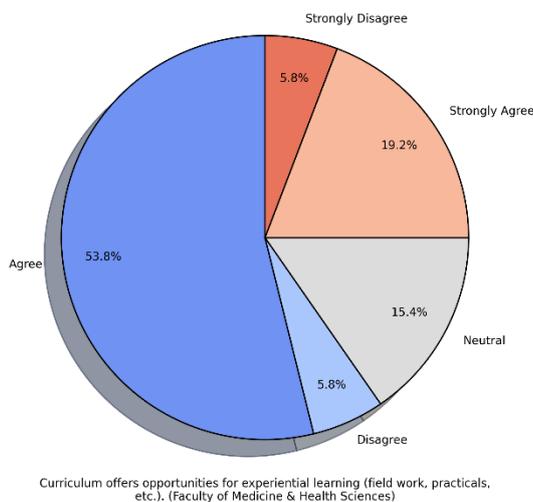
**4. Local, national, and global issues are addressed through curriculum content.**

Most students (51.92%) rated the integration of local, national, and global issues into the curriculum very highly (4 stars), reflecting a strong and positive overall perception. Additionally, 21.15% of students awarded the highest rating of 5 stars, further reinforcing their appreciation for this aspect of the curriculum. The remaining feedback, including neutral and lower ratings, offers useful insights for further refinement. Overall, the clear majority of responses indicate that the curriculum effectively addresses key local, national, and global issues and is well-regarded by students.



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

Most students (53.85%) rated the curriculum’s experiential learning opportunities as 4 out of 5 stars, reflecting a strong and positive overall perception. Additionally, 19.23% of students awarded the highest rating of 5 stars, highlighting a notable level of high satisfaction with the current initiatives. The remaining feedback, including neutral and lower ratings, provides helpful insights for further strengthening experiential learning opportunities. Overall, the responses indicate that while this component of the curriculum is well-appreciated, there are meaningful opportunities to enhance it even further to meet the diverse needs of all students.



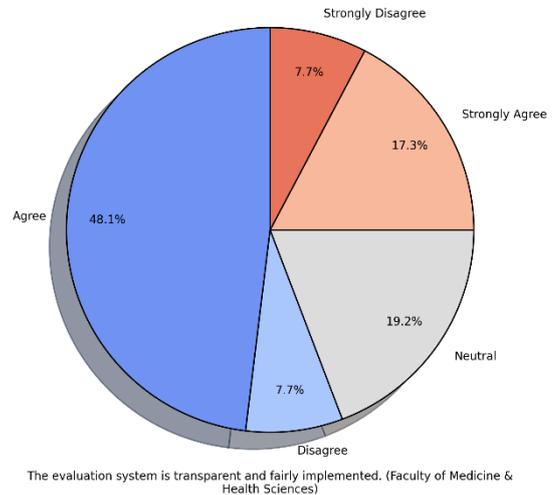
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**Assessment and Academic Support**

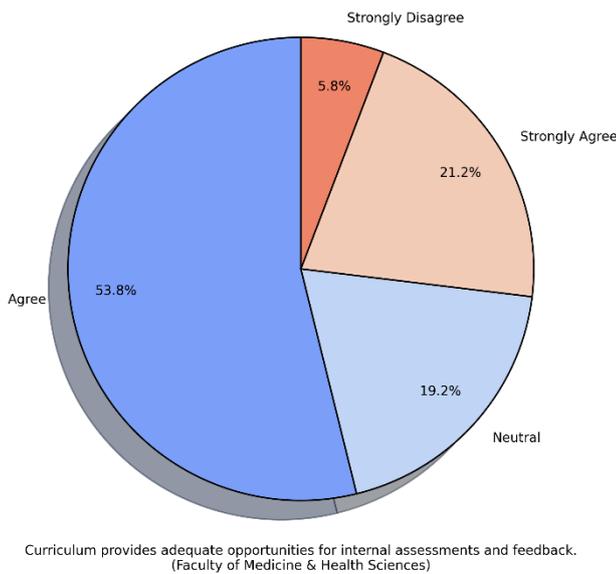
**1. The evaluation system is transparent and fairly implemented.**

Most students (48%) rated the evaluation system as 4 out of 5 stars, indicating a positive perception of its transparency and fairness. A further 17% awarded it the highest rating of 5 stars, reinforcing confidence in the system. The remaining feedback, including neutral and lower ratings, offers valuable guidance for refining certain aspects. Overall, the responses suggest that the evaluation system is viewed favourably by the majority of students, with constructive insights available to make it even more transparent and student-friendly.



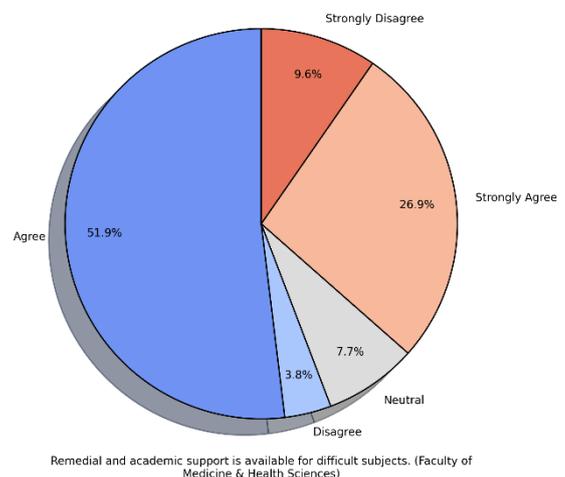
**2. Curriculum provides adequate opportunities for internal assessments and feedback.**

More than 75% of students (combining 4- and 5-star ratings) feel that the curriculum provides adequate opportunities for internal assessments and feedback in the Faculty of Medicine & Health Sciences at SGT University. A significant minority (19.23%) offered a neutral rating, and only a very small portion (5.77%) gave the lowest rating. Overall, the high proportion of positive ratings clearly indicates that students value the existing assessment and feedback mechanisms, with scope to further refine them to meet evolving academic needs.



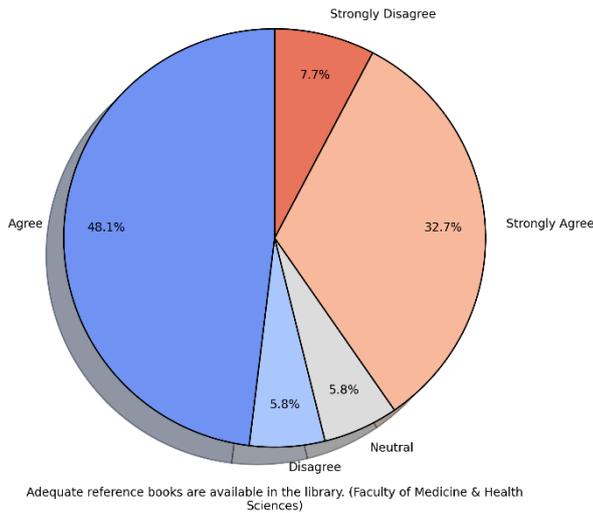
**3. Remedial and academic support is available for difficult subjects.**

Most students (51.92%) rated the availability of remedial and academic support for difficult subjects as good (4 stars), reflecting a strong and positive overall perception. Additionally, 26.92% of students awarded the highest rating of 5 stars, highlighting their appreciation for the support provided. The remaining feedback, including a small portion of lower ratings, offers valuable insights for further strengthening these services. Overall, the responses clearly indicate that the remedial and academic support system is largely effective and well-received by students, with opportunities for continued enhancement.



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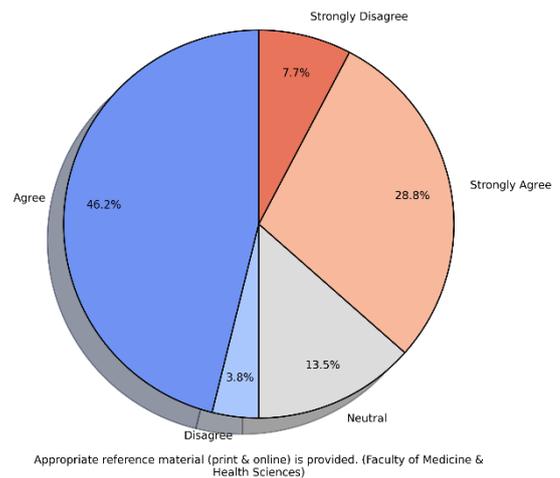


4. Adequate reference books are available in the library.

Most students (48%) rated the availability of reference books in the library as 4 out of 5 stars, indicating a strong overall level of satisfaction. The presence of some lower ratings highlights useful areas where the library collection can be further enriched. Overall, the positive majority suggests that students appreciate the existing resources, while the feedback provides helpful direction for expanding and updating the reference book collection to better support academic needs.

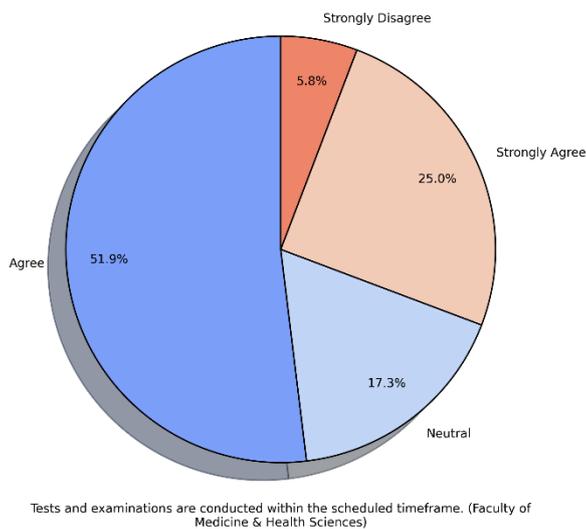
5. Appropriate reference material (print & online) is provided.

Most students (46.15%) rated the availability of appropriate reference materials as 4 out of 5 stars, reflecting a strong and positive overall perception. Additionally, 28.85% of students awarded the highest rating of 5 stars, further reinforcing their satisfaction with the print and online resources provided. The remaining feedback, including a small proportion of lower ratings, offers helpful insights for continued enhancement. Overall, the responses indicate that the faculty provides largely sufficient and well-appreciated reference materials, with opportunities to further strengthen the collection based on student suggestions.



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

More than 75% of students at SGT University’s Faculty of Medicine & Health Sciences rated the timeliness of tests and examinations as either good (4 stars) or excellent (5 stars), reflecting strong overall satisfaction. A smaller portion provided a neutral rating (3 stars), and very few students gave lower ratings, indicating that the scheduling of tests and exams is functioning effectively for most learners. Overall, the feedback clearly shows that the timely conduct of assessments is well-received and appreciated by students.

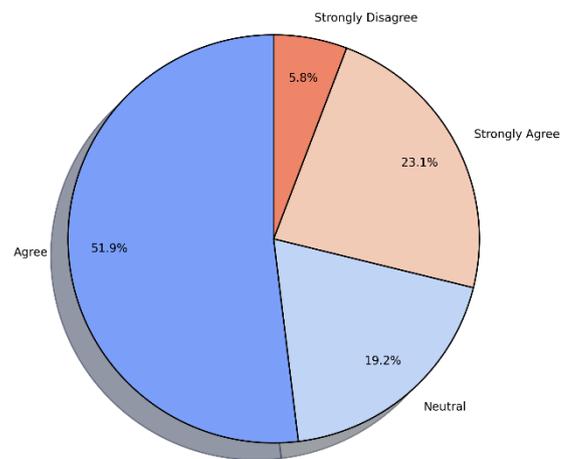


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**7. Examination and evaluation pattern of the university is satisfactory.**

Around 75% of students (combining 4- and 5-star ratings) at SGT University’s Faculty of Medicine & Health Sciences find the examination and evaluation system satisfactory, with many expressing strong appreciation. Notably, 23% awarded the highest rating of 5 stars, highlighting their high level of satisfaction. Additionally, 52% provided a 4-star rating, reflecting consistent confidence in the system’s fairness and effectiveness. Only a very small portion (6%) expressed dissatisfaction, and the relatively limited number of neutral (3-star) responses (19%) indicates that most students lean positively toward the current system. Overall, the feedback clearly shows that the examination and evaluation processes are well-received by the majority of students.

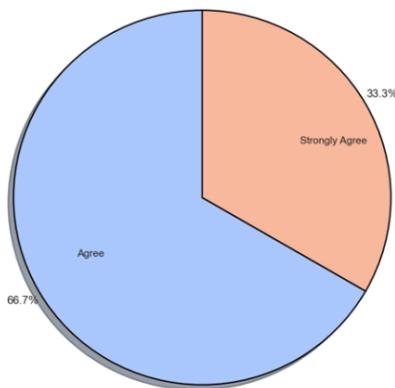


Examination and evaluation pattern of the university is satisfactory. (Faculty of Medicine & Health Sciences)

**Teacher’s Feedback**

**Curriculum Design & Delivery**

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

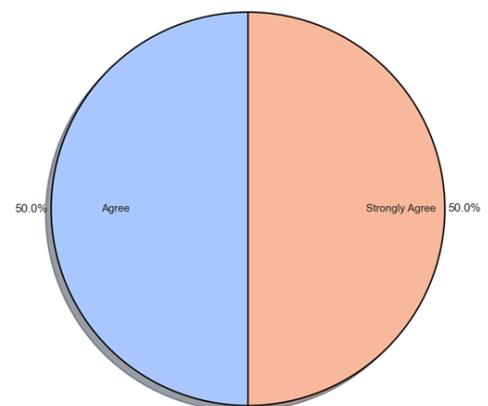


The curriculum is well-structured and aligned with program objectives. (Faculty of Medicine & Health Sciences)

Teacher feedback on curriculum structure and alignment with program objectives at the Faculty of Medicine & Health Sciences, SGT University, reveals a highly positive perception. Two-thirds of respondents rated the curriculum as 4 stars, with the remaining third giving it a top 5-star rating. This indicates a strong overall satisfaction with the curriculum's organization and its effectiveness in meeting the stated program goals.

**2. Curriculum includes sufficient interdisciplinary components.**

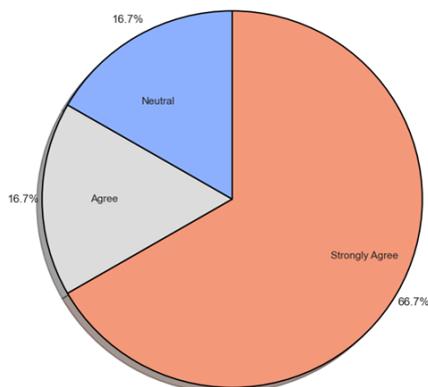
Faculty of Medicine & Health Sciences teachers at SGT University overwhelmingly rate the curriculum's interdisciplinary components highly, with an equal distribution of 4-star and 5-star ratings indicating strong overall satisfaction with the level of interdisciplinary integration in the curriculum. This suggests a successful implementation of interdisciplinary approaches, though further investigation could explore areas for potential improvement to achieve even higher levels of satisfaction.



Curriculum includes sufficient interdisciplinary components. (Faculty of Medicine & Health Sciences)

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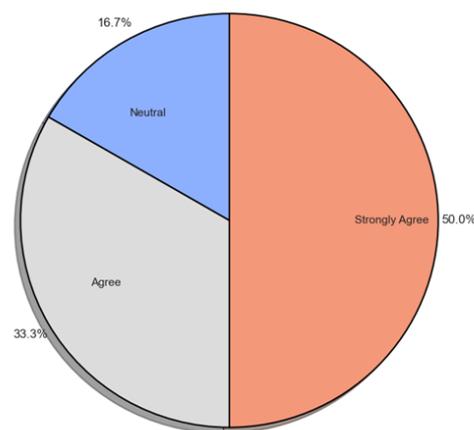
The curriculum is updated regularly to meet industry and societal needs. (Faculty of Medicine & Health Sciences)

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

Teacher feedback on curriculum updates at SGT University's Faculty of Medicine & Health Sciences reveals a largely positive perception. While a minority of respondents gave 3 or 4-star ratings (both at 16.67%), a significant majority (66.67%) rated the curriculum's responsiveness to industry and societal needs as 5 stars, indicating strong satisfaction with the curriculum's current state and its alignment with external demands.

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

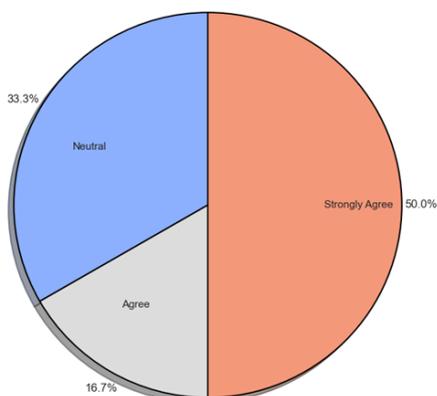
The feedback from teachers at SGT University's Faculty of Medicine & Health Sciences indicates a generally positive perception of academic flexibility, with a majority (50%) rating it as excellent (5 stars). A significant portion (33.33%) rated it as good (4 stars), while a smaller percentage (16.67%) gave it a 3-star rating, suggesting that while most find the system adequate, there's room for minor improvements to enhance student experience. Overall, the ratings suggest a reasonably high level of satisfaction with the current academic flexibility options available to students.



Academic flexibility (electives, CBCS, etc.) is sufficient for students. (Faculty of Medicine & Health Sciences)

**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 shows a generally positive response, with a majority (50%) giving it a 5-star rating. While a significant portion (33.33%) rated it 3 stars, suggesting room for improvement, the relatively small percentage of 4-star ratings (16.67%) indicates that significant dissatisfaction is not widespread. Overall, the results suggest a predominantly positive perception of the curriculum's engagement with these emerging fields, although further enhancements could improve the overall experience.



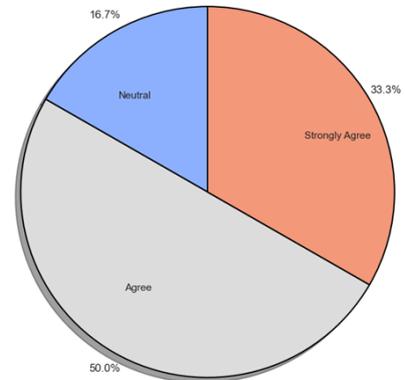
The curriculum incorporates emerging areas (AI, IoT, Sustainability, etc.). (Faculty of Medicine & Health Sciences)

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

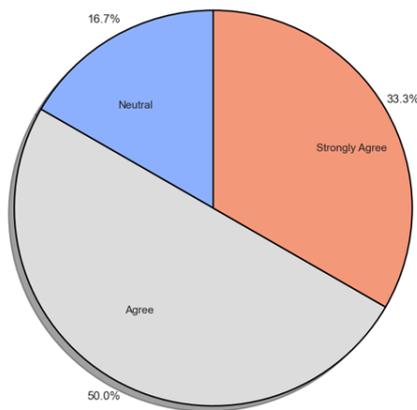
The feedback from Faculty of Medicine & Health Sciences teachers at SGT University regarding the integration of skill-based and value-added courses reveals a largely positive perception. While a significant majority (83.33%) rated the integration as either 4 or 5 stars, indicating a high level of satisfaction, a smaller portion (16.67%) gave a 3-star rating, suggesting room for improvement in specific areas or for a subset of courses. Overall, the results point towards a generally successful implementation of these courses within the curriculum, but further investigation into the reasons behind the 3-star ratings could help optimize the program.



Skill-based and value-added courses are well-integrated into the curriculum. (Faculty of Medicine & Health Sciences)

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

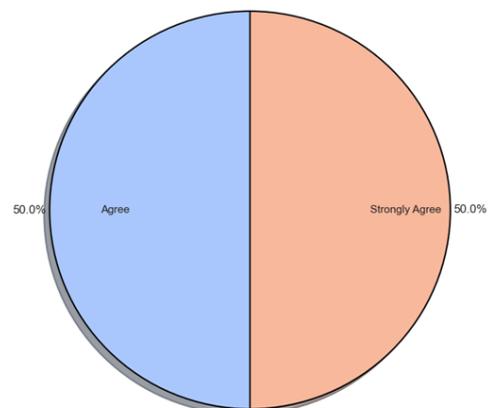
Teacher feedback on the integration of internships, projects, and fieldwork into the Faculty of Medicine & Health Sciences syllabus at SGT University reveals a largely positive perception. While a minority (16.7%) gave a 3-star rating, indicating areas for improvement, the majority of respondents rated the integration highly, with half providing a 4-star rating and a significant third giving it a top 5-star rating. This suggests that the curriculum effectively incorporates practical experience, though further refinement based on the 3-star feedback might enhance the overall quality.



Internships, projects, and field work are effectively embedded in the syllabus. (Faculty of Medicine & Health Sciences)

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

Teachers at SGT University's Faculty of Medicine & Health Sciences overwhelmingly approve of the encouragement of pedagogical innovations like ICT tools, experiential learning, and flipped classrooms, with an equal distribution of 4-star and 5-star ratings indicating strong overall satisfaction and a positive perception of the university's approach to modern teaching methods.



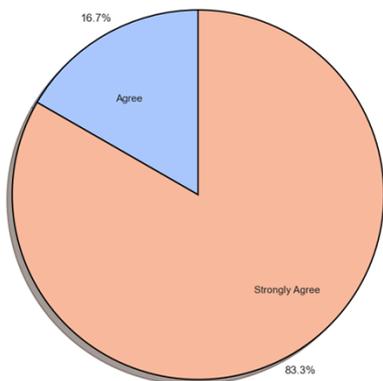
Pedagogical innovations (ICT tools, experiential learning, flipped classroom) are encouraged. (Faculty of Medicine & Health Sciences)

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**Teaching-Learning and Evaluation**

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

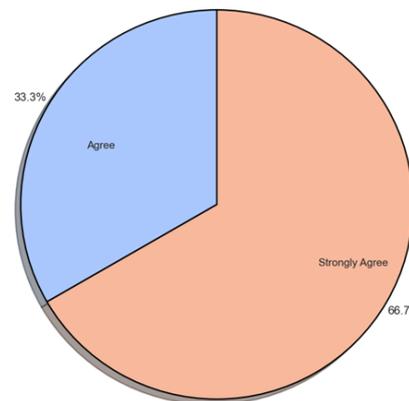


The teaching-learning process is student-centric and participative. (Faculty of Medicine & Health Sciences)

The overwhelming majority of Faculty of Medicine & Health Sciences teachers at SGT University (83.33%) rated the teaching-learning process as excellent (5 stars), indicating a highly student-centric and participative approach is effectively implemented. A smaller proportion (16.67%) gave a positive, though slightly less enthusiastic, 4-star rating, further supporting the overall perception of a successful and engaging learning environment.

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

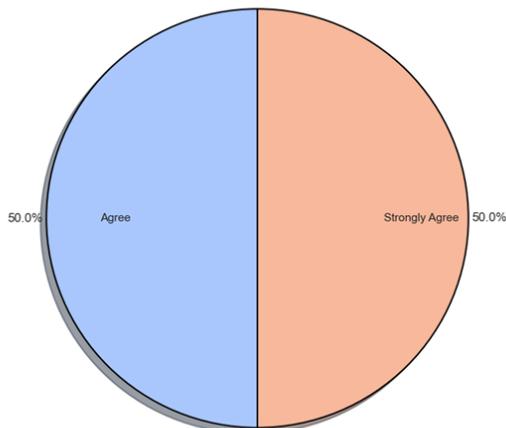
The overwhelmingly positive feedback from Faculty of Medicine & Health Sciences teachers at SGT University indicates a high level of satisfaction with the fairness, transparency, and outcome-based nature of the evaluation process. With two-thirds of respondents giving the highest 5-star rating and the remaining third giving a 4-star rating, the data strongly suggests a well-regarded and effective evaluation system.



The evaluation process is fair, transparent, and outcome based. (Faculty of Medicine & Health Sciences)

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

Teachers at SGT University's Faculty of Medicine & Health Sciences overwhelmingly approve of the availability of remedial classes and academic support for slow learners, with half giving a 4-star rating and the other half a 5-star rating, indicating a high level of satisfaction with these support services. This suggests the university's provision of such resources is effective and well-received by faculty.



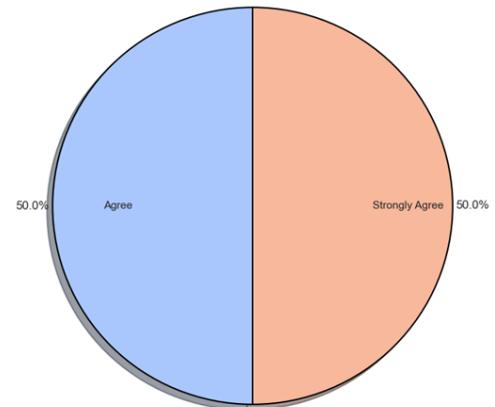
Remedial classes and academic support are available for slow learners. (Faculty of Medicine & Health Sciences)

Faculty of Medicine & Health Sciences Feedback Analysis

2024-2025

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

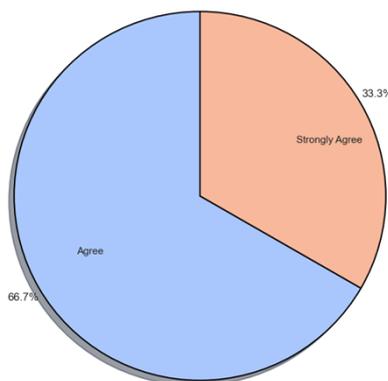
Teachers at the Faculty of Medicine & Health Sciences, SGT University, overwhelmingly reported that advanced learners are provided with additional learning opportunities, with an equal distribution of 4-star and 5-star ratings indicating a high level of satisfaction with the support offered to high-achieving students. This suggests a strong emphasis on catering to diverse learning needs and fostering the development of all students, regardless of their prior knowledge or academic progress.



Advanced learners are encouraged with additional learning opportunities. (Faculty of Medicine & Health Sciences)

**Research, Development & Extension**

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

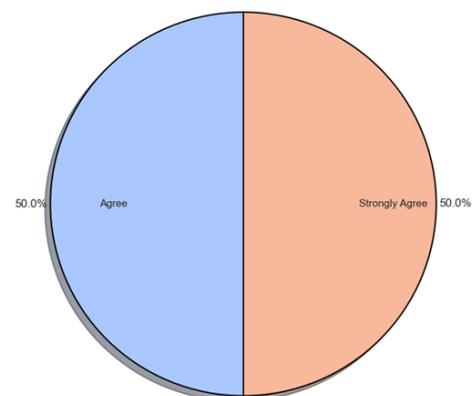


Adequate facilities and support are available for research activities. (Faculty of Medicine & Health Sciences)

Faculty of Medicine & Health Sciences teachers at SGT University largely report adequate research facilities and support, with two-thirds giving a 4-star rating and one-third giving a 5-star rating. This indicates a generally positive perception of research resources, although there's room for improvement suggested by the significant proportion of 4-star ratings rather than a complete consensus of 5-star excellence.

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

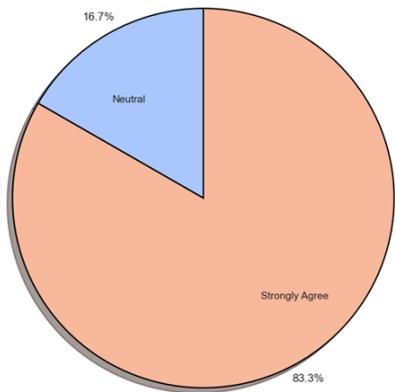
Teachers at the Faculty of Medicine & Health Sciences, SGT University, overwhelmingly reported high levels of encouragement for publishing in reputed journals and conferences, with an equal distribution of 4-star and 5-star ratings indicating strong overall satisfaction with the support provided in this area.



There is encouragement for publishing in reputed journals and conferences. (Faculty of Medicine & Health Sciences)

Faculty of Medicine & Health Sciences Feedback Analysis

2024-2025



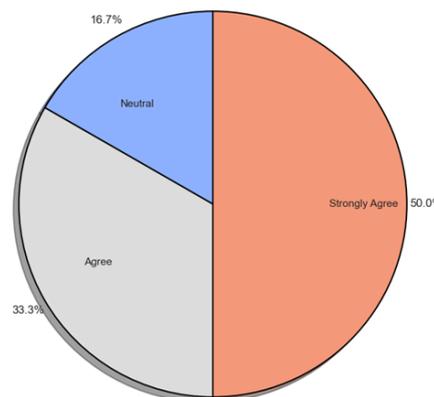
The institution supports participation in FDPs, workshops, and conferences. (Faculty of Medicine & Health Sciences)

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

The overwhelming majority (83.33%) of Faculty of Medicine & Health Sciences teachers at SGT University rated the institution's support for participation in FDPs, workshops, and conferences as excellent (5 stars), indicating strong satisfaction with the provided opportunities for professional development. A smaller percentage (16.67%) gave a 3-star rating, suggesting some room for improvement, though the overall sentiment strongly favors the institution's support in this area.

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

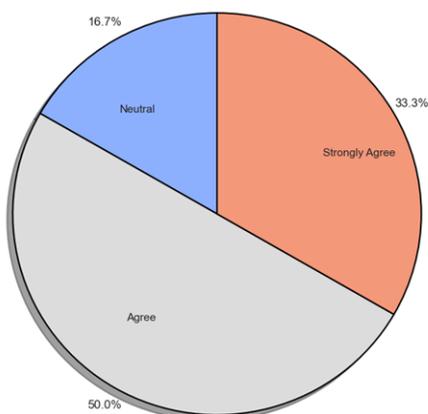
Teacher feedback on industry/institutional collaborations for research and training at SGT University's Faculty of Medicine & Health Sciences reveals a largely positive perception. While a significant majority (50%) rated collaborations as excellent (5 stars), a considerable portion (33.33%) gave a positive rating (4 stars). Only a relatively small percentage (16.67%) provided a neutral rating (3 stars), suggesting overall satisfaction with the existing collaboration opportunities.



Collaborations with industries/institutions for research and training are adequate. (Faculty of Medicine & Health Sciences)

**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 Medicine & Health Sciences)

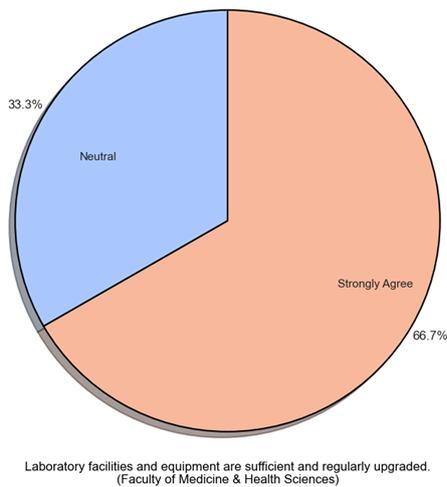
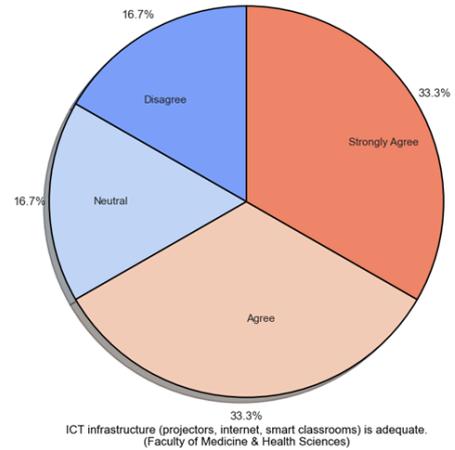
Teacher feedback on the Faculty of Medicine & Health Sciences' campus infrastructure at SGT University reveals a largely positive perception. While a significant majority (83.33%) rated the maintenance as either 4 or 5 stars, indicating a high level of satisfaction, a notable minority (16.67%) gave a 3-star rating, suggesting some areas for potential improvement may exist. Overall, the data shows a generally positive assessment of infrastructure maintenance, but further investigation into the reasons behind the 3-star ratings could pinpoint specific areas requiring attention.

Faculty of Medicine & Health Sciences Feedback Analysis

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

Teacher feedback on the adequacy of ICT infrastructure at the Faculty of Medicine & Health Sciences, SGT University reveals a generally positive but mixed perception. While a significant portion (66.67%) rated the infrastructure 4 or 5 stars, indicating satisfaction, a noticeable minority (33.33%) gave lower ratings of 2 or 3 stars, suggesting areas for improvement remain. This indicates that while a majority find the infrastructure adequate, there's still a need to address concerns raised by some teachers to further enhance the learning environment.

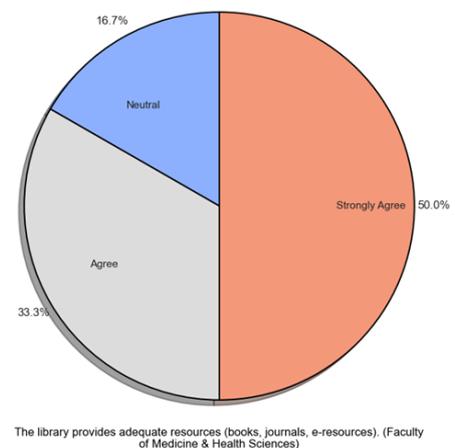


**3. Laboratory facilities and equipment are sufficient and regularly upgraded.**

Teacher feedback on laboratory facilities and equipment at SGT University's Faculty of Medicine & Health Sciences reveals a largely positive outlook. While a third of respondents rated the facilities and equipment as satisfactory (3 stars), a significant majority (two-thirds) expressed strong satisfaction, rating them as excellent (5 stars). This suggests that, overall, the university's investment in laboratory resources is well-received and considered sufficient and regularly updated by the teaching staff.

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

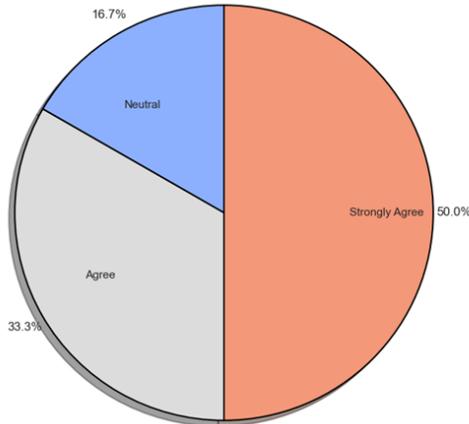
Teacher feedback regarding the Faculty of Medicine & Health Sciences library's resource adequacy reveals a largely positive perception. While a significant portion (50%) rated the resources as excellent (5 stars), a considerable number also gave positive, albeit slightly less enthusiastic, ratings of 4 stars (33.33%). Only a small minority (16.67%) provided a 3-star rating, suggesting that overall, the library's resources are viewed favourably but could benefit from further enhancement to fully satisfy all teachers.



Faculty of Medicine & Health Sciences Feedback Analysis

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



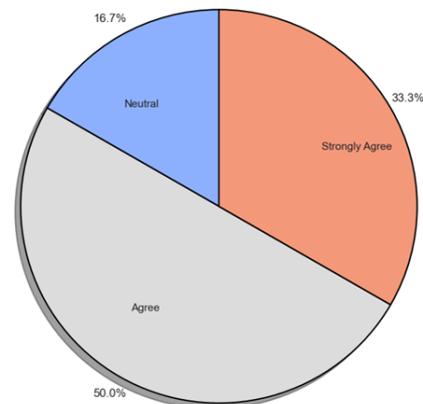
There is access to online learning platforms and academic databases. (Faculty of Medicine & Health Sciences)

The feedback from Faculty of Medicine & Health Sciences teachers at SGT University regarding access to online learning platforms and academic databases reveals a generally positive perception. While a significant majority (50%) gave the highest rating of 5 stars, indicating excellent access, a substantial portion (33.33%) provided a 4-star rating suggesting good access, with only a smaller percentage (16.67%) rating it as 3 stars. Overall, the data indicates a high level of satisfaction with the availability of online resources for teaching and learning.

**Institutional Governance & Support**

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

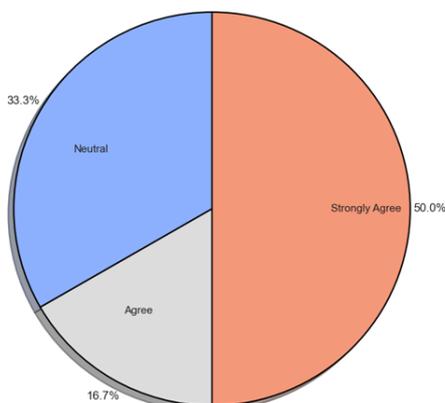
The feedback from Faculty of Medicine & Health Sciences teachers at SGT University regarding professional development opportunities reveals a largely positive perception. While a minority (16.67%) gave a 3-star rating, indicating some room for improvement, the majority (83.33%) rated the opportunities highly, with half providing a 4-star rating and a significant portion (33.33%) giving the highest 5-star rating. This suggests that the institution generally provides good professional development opportunities, though further investigation into the reasons behind the 3-star ratings could inform targeted improvements.



The institution provides opportunities for professional development. (Faculty of Medicine & Health Sciences)

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

The feedback from Faculty of Medicine & Health Sciences teachers at SGT University regarding professional development opportunities reveals a largely positive perception. While a minority (16.67%) gave a 3-star rating, indicating some room for improvement, the majority (83.33%) rated the opportunities highly, with half providing a 4-star rating and a significant portion (33.33%) giving the highest 5-star rating. This suggests that the institution generally provides good professional development opportunities, though further investigation into the reasons behind the 3-star ratings could inform targeted improvements.



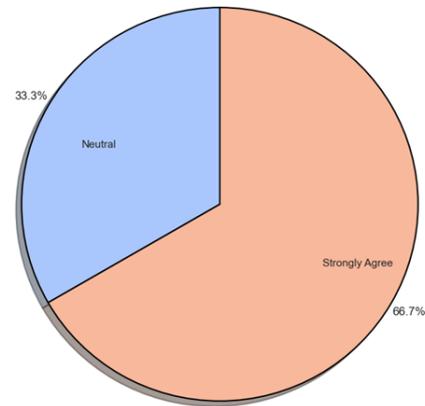
Administrative procedures are transparent and teacher-friendly. (Faculty of Medicine & Health Sciences)

Faculty of Medicine & Health Sciences Feedback Analysis

2024-2025

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

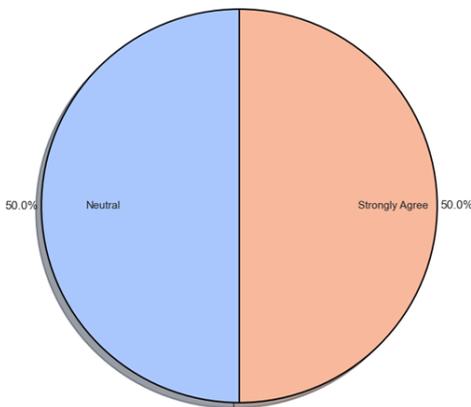
Teacher feedback on welfare and support facilities at the Faculty of Medicine & Health Sciences, SGT University reveals a largely positive perception. While a third of respondents rated the facilities as satisfactory (3 stars), a significantly larger proportion, two-thirds, rated them as excellent (5 stars), indicating a generally high level of satisfaction with the available medical, financial, and counselling support.



Welfare and support facilities (medical, financial, counselling) are satisfactory. (Faculty of Medicine & Health Sciences)

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

Teacher feedback on the incorporation of their input into curriculum development and policy at the Faculty of Medicine & Health Sciences, SGT University, is evenly split between three and five-star ratings. This indicates a polarization of opinion, with half of the respondents feeling their feedback is considered, while the other half feel it is not. Further investigation is needed to understand the reasons behind this division and to identify areas for improvement in incorporating teacher feedback effectively.



Feedback from teachers is considered in curriculum development and policy. (Faculty of Medicine & Health Sciences)

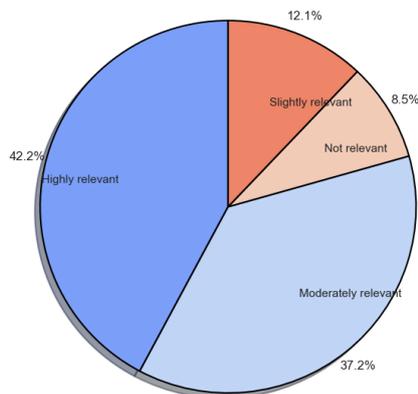
Faculty of Medicine & Health Sciences Feedback Analysis

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**Alumni Feedback**

**Feedback on Curriculum**

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

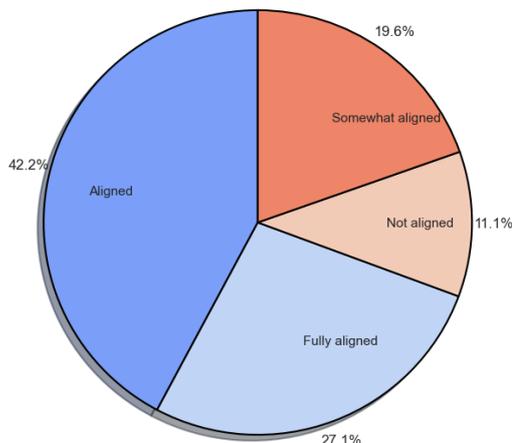


How relevant was the curriculum to your current job or career? (Alumni)

The SGT University alumni feedback shows that the curriculum is largely relevant to their current jobs. A significant majority (almost 80%) found it either highly or moderately relevant, indicating a strong connection between their education and professional lives. While a smaller portion felt it was only slightly relevant, and a small minority found it not relevant at all, the overall response suggests the university's curriculum is generally effective in preparing students for their careers.

**2. How well did the curriculum align with current industry standards?**

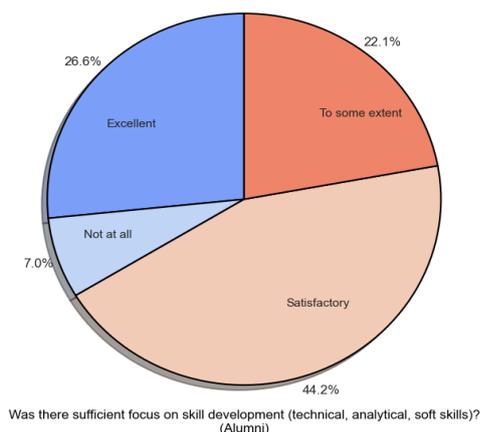
SGT University alumni feedback shows that a significant majority (almost 70%) felt the curriculum was either aligned or fully aligned with current industry standards. While a smaller portion (around 20%) felt it was only somewhat aligned, a relatively small percentage (about 11%) felt the curriculum wasn't aligned at all. This suggests a generally positive perception of curriculum relevance, though there's room for improvement to ensure even stronger alignment with industry needs for all students.



How well did the curriculum align with current industry standards? (Alumni)

**3. Was there sufficient focus on skill development (technical, analytical, soft skills)?**

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



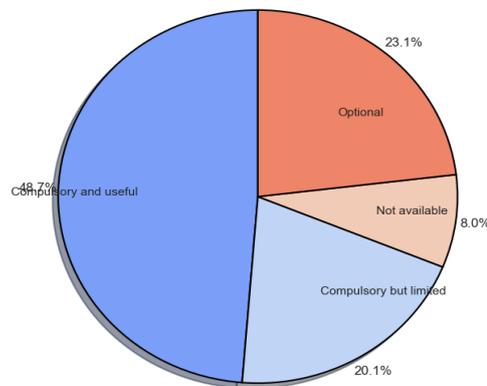
Was there sufficient focus on skill development (technical, analytical, soft skills)? (Alumni)

Faculty of Medicine & Health Sciences Feedback Analysis

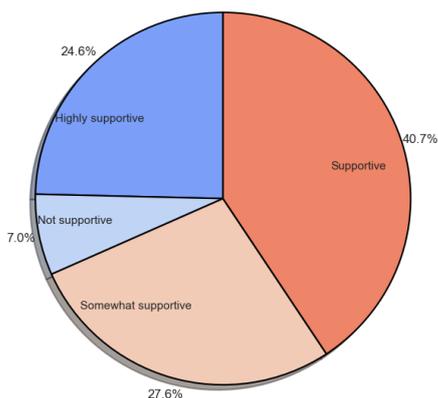
2024-2025

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

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



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



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

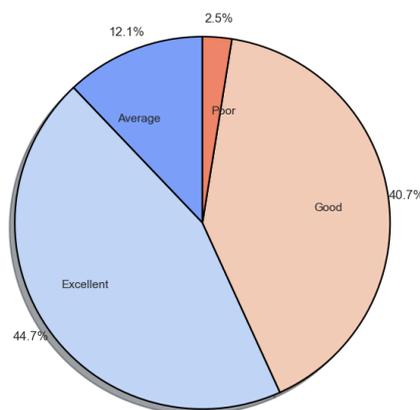
**5. Did the program support your preparation for higher studies or competitive exams?**

The majority of SGT University alumni felt that their program was supportive in preparing them for higher studies or competitive exams, with a significant portion rating it as "Supportive" (40.7%) or "Somewhat supportive" (27.64%). 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.

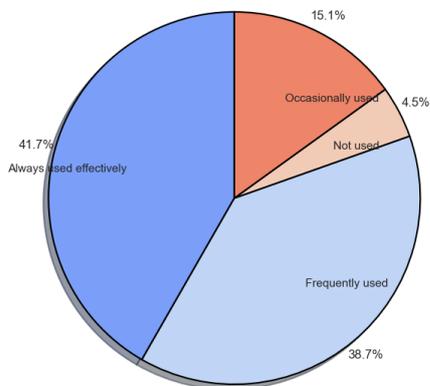


How would you rate the quality of teaching resources (faculty, books, materials)? (Alumni)

Faculty of Medicine & Health Sciences Feedback Analysis

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

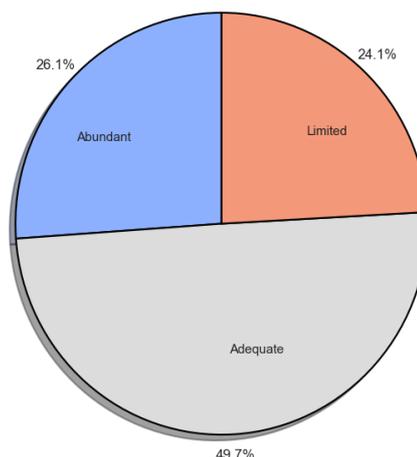


Use of modern teaching aids and learning platforms (PPTs, LMS, etc.): (Alumni)

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

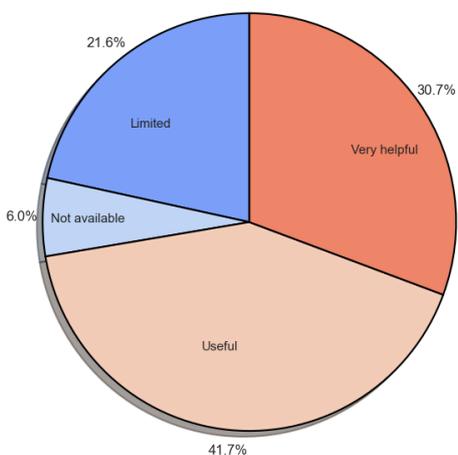
3. Opportunities to participate in research, innovation, or entrepreneurship:

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



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

4. Availability and usefulness of mentoring and career counseling:



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

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

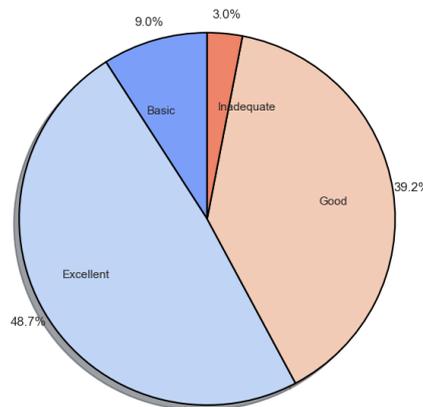
Faculty of Medicine & Health Sciences Feedback Analysis

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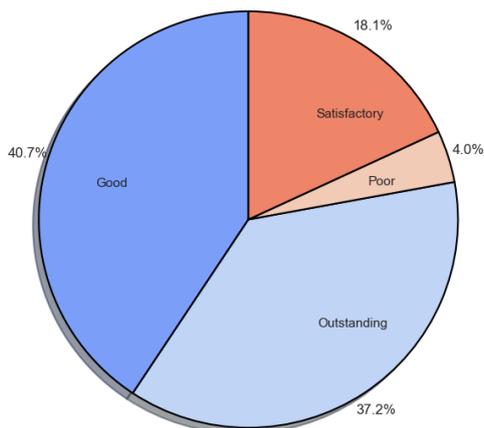
**Campus Faculties & Infrastructure**

**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)



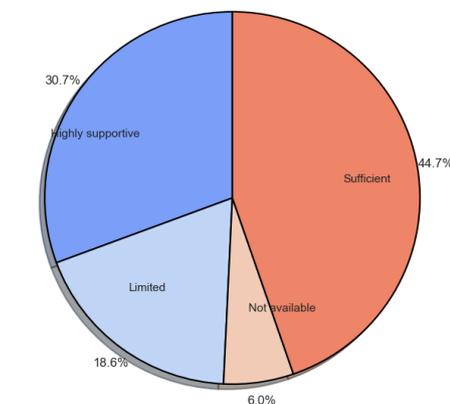
Facilities provided (Library, Labs, Internet, Hostel, Sports): (Alumni)

**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:**

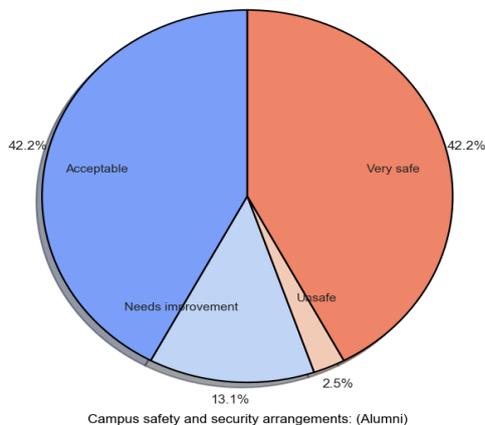
SGT University alumni feedback shows that a significant majority (44.72%) found the availability of digital and physical resources for self-learning and projects to be sufficient. A considerable portion (30.65%) rated the resources as highly supportive, indicating positive experiences. However, a notable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

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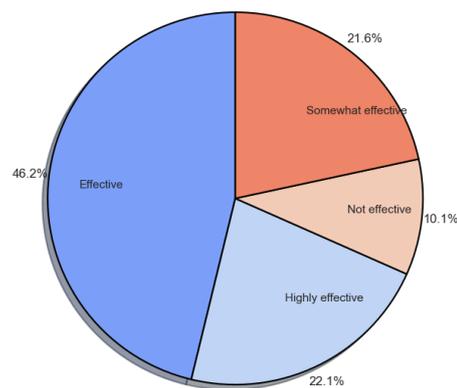
4. Campus safety and security arrangements:

SGT University alumni largely perceive campus safety and security as acceptable, with almost equal numbers rating it as "Acceptable" and "Very safe". However, a significant minority (13%) feel it needs improvement, and a small percentage (2.5%) reported feeling unsafe. Overall, while the majority find the campus safe, addressing the concerns of those who feel safety could be improved is crucial.

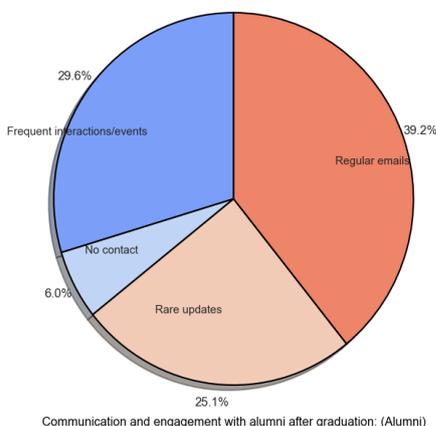
Institutional Services & Outreach

1. Effectiveness of the Training & Placement Cell in supporting career goals:

SGT University alumni largely view the Training and Placement Cell as effective in helping them achieve their career goals. While a significant portion (46.23%) found it effective, a substantial number (22.11%) even rated it highly effective. Although a smaller percentage felt it was only somewhat effective (21.61%) or not effective at all (10.05%), the overall feedback leans strongly positive, indicating the placement cell is generally successful in supporting students' career aspirations.



Effectiveness of the Training & Placement Cell in supporting career goals: (Alumni)



Communication and engagement with alumni after graduation: (Alumni)

2. Communication and engagement with alumni after graduation:

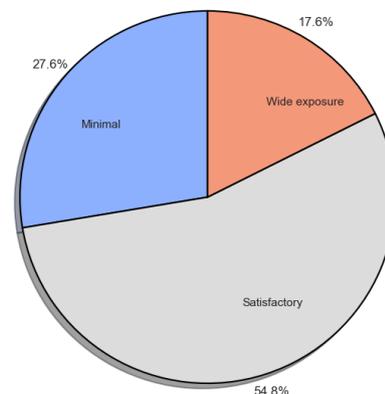
Over half (52.2%) at SGT COP, SGT University rate experiential learning as 5 stars, with 25.5% at 4 stars. Dissent is minimal (2.5–3.1%), reflecting strong hands-on components.

Faculty of Medicine & Health Sciences Feedback Analysis

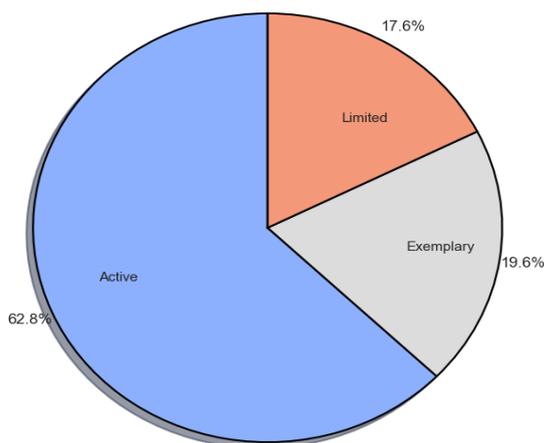
2024-2025

**3. Exposure to international programs (exchange, MOOCs, webinars):**

SGT University alumni feedback shows that while a majority (54.77%) found their exposure to international programs satisfactory, a significant portion (27.64%) felt it was minimal. A smaller percentage (17.59%) reported wide exposure to such programs. This suggests a need to improve and expand international program opportunities for students to enhance their overall learning experience.



Exposure to international programs (exchange, MOOCs, webinars): (Alumni)



Contribution of university towards social responsibility & sustainability: (Alumni)

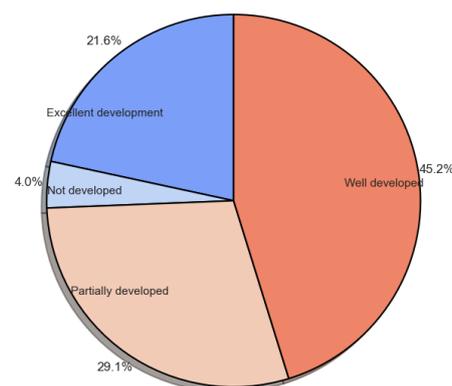
**4. Contribution of university towards social responsibility & sustainability:**

SGT University alumni largely view the university's contribution to social responsibility and sustainability as "Active," with 63% giving this rating. While a smaller percentage found it "Exemplary" (almost 20%), a notable minority (18%) felt the contribution was "Limited," suggesting there's room for improvement in this area despite a generally positive overall perception.

**Outcome & Value Addition**

**1. Development of personality, leadership, and communication skills:**

SGT University alumni feedback shows that a significant majority (45.23%) felt their personality, leadership, and communication skills were well-developed during their time at the university. A substantial portion (29.15%) reported partial development in these areas, while a smaller percentage (21.61%) rated the development as excellent. Only a small number (4.02%) felt these skills were not developed at all, suggesting that the university's efforts in this area are largely successful but could still benefit from further improvement to maximize positive outcomes for all students.

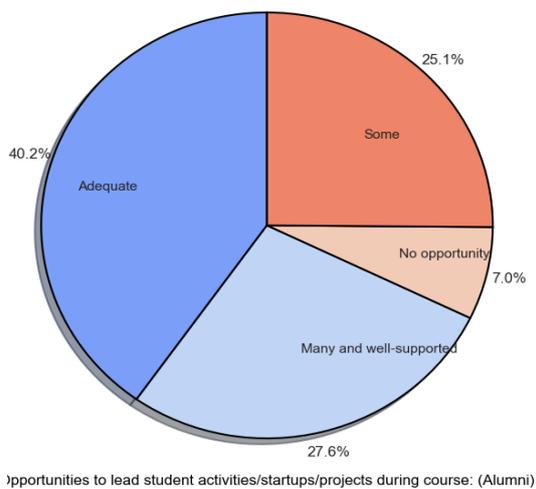


Development of personality, leadership, and communication skills: (Alumni)

Faculty of Medicine & Health Sciences Feedback Analysis

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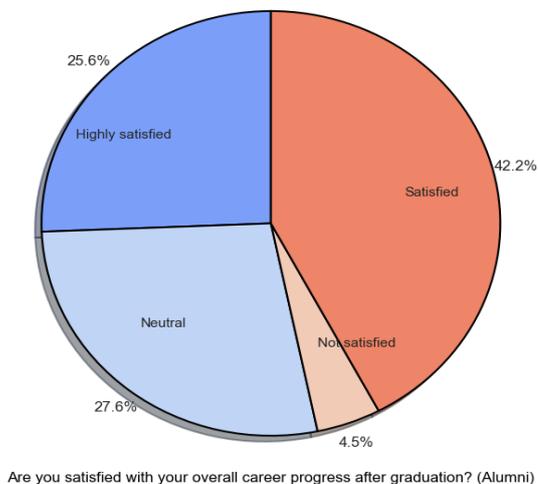
**2. Opportunities to lead student activities/startups /projects during course:**



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

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

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



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

Faculty of Medicine & Health Sciences Feedback Analysis

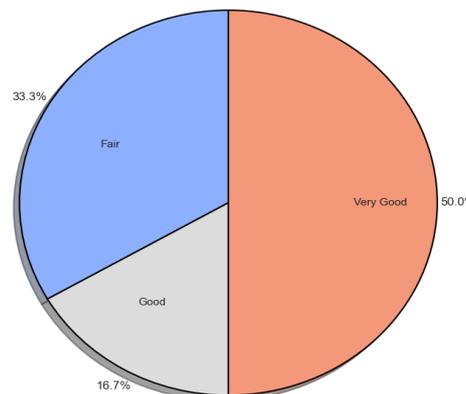
2024-2025

**Employer Feedback**

**Subject Knowledge and Curriculum**

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

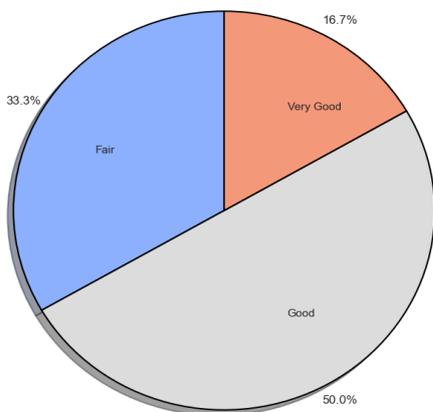
Employer feedback on SGT University graduates' subject knowledge and skills shows a mixed bag. While half of the employers rated graduates at 4 out of 5 stars, indicating a good level of proficiency, a significant portion (one-third) gave only a 2-star rating, suggesting some concerns about the graduates'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



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

**Teamwork and Communication Skills**

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



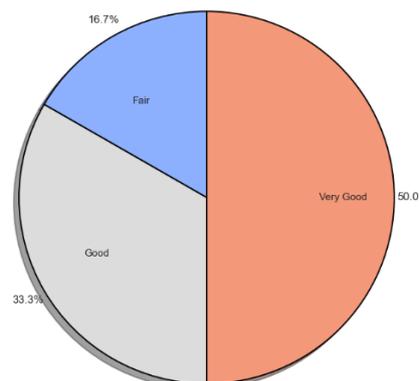
Are SGT graduates effective in team collaboration and clear in both verbal and written communication? (Employer)

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

**Professionalism and Ethical Responsibility**

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

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



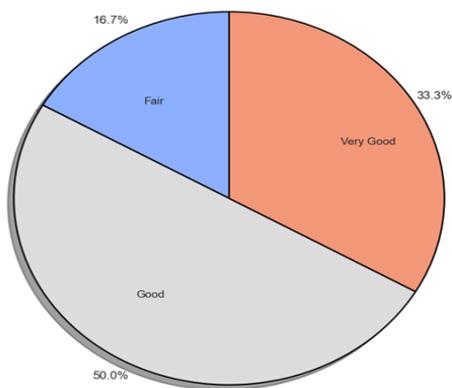
Do SGT graduates consistently demonstrate professionalism and uphold ethical standards in their roles? (Employer)

Faculty of Medicine & Health Sciences 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?**



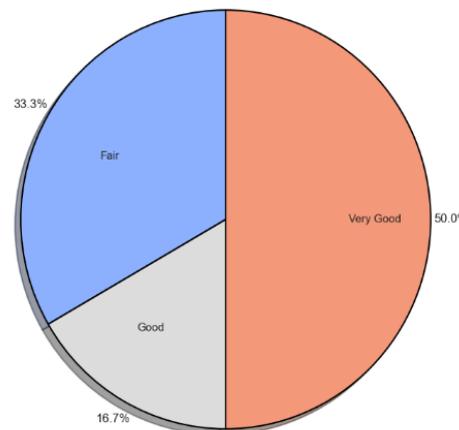
How would you assess the adaptability, initiative, and leadership potential of SGT graduates within your organization? (Employer)

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)

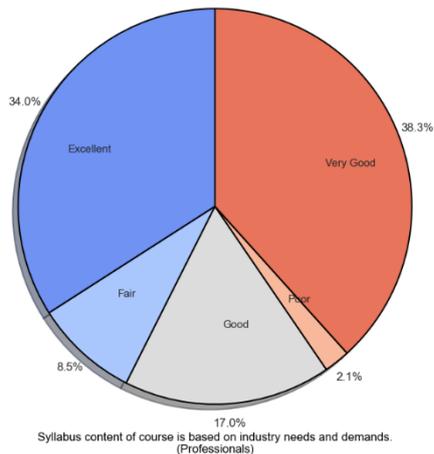
Faculty of Medicine & Health Sciences Feedback Analysis

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**Professionals Feedback**

**Feedback on Curriculum**

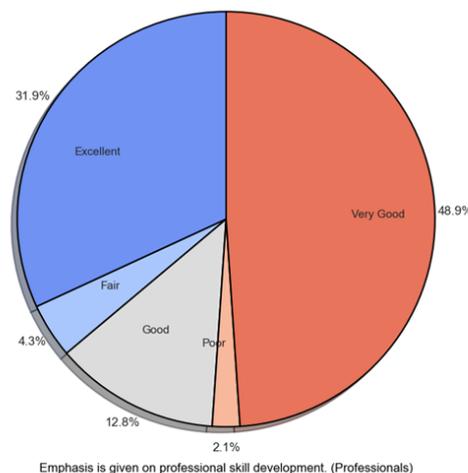
**1. Syllabus content of course is based on industry needs and demands.**



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

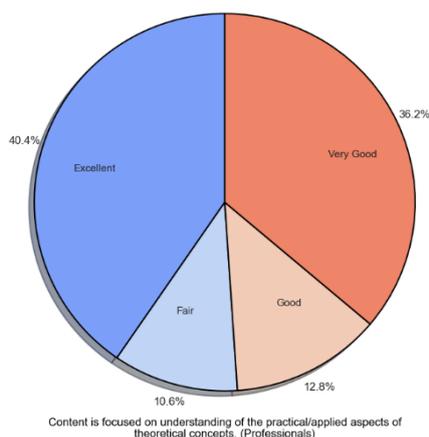
**2. Emphasis is given on professional skill development.**

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



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

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

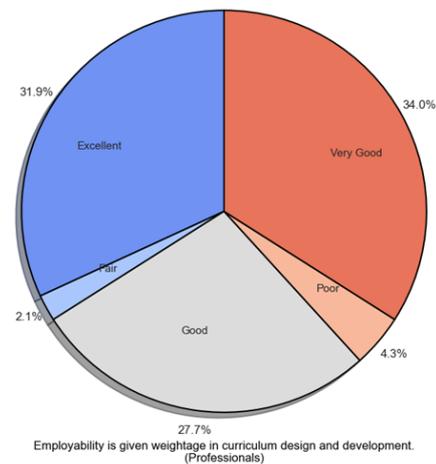


## Faculty of Medicine & Health Sciences Feedback Analysis

2024-2025

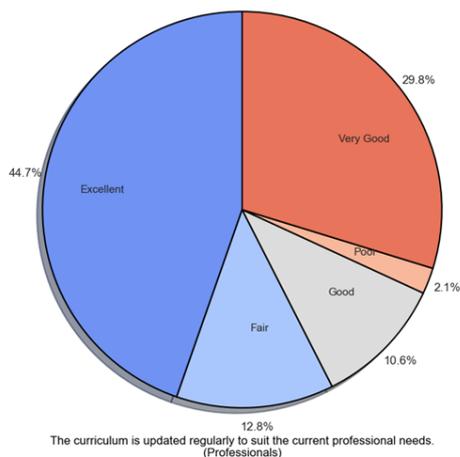
### 4. Employability is given weightage in curriculum design and development.?

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.



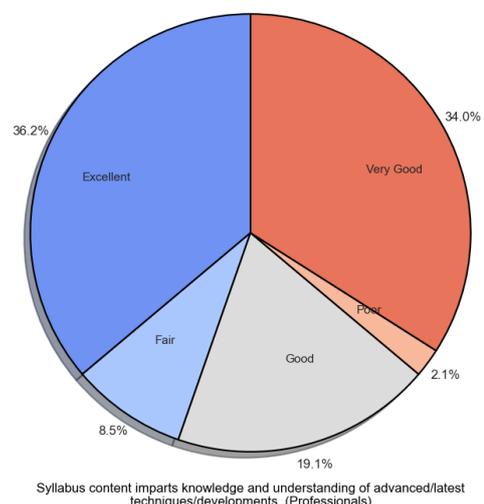
### 5. The curriculum is updated regularly to suit the current professional needs.

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.

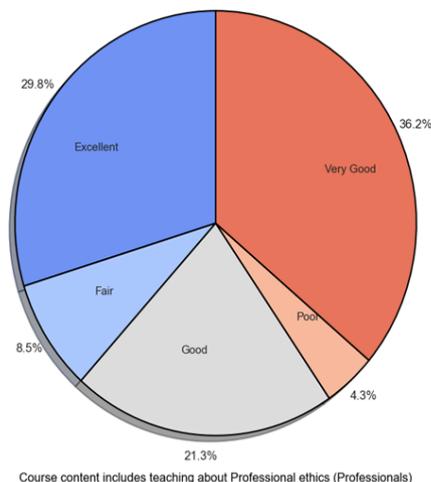
The feedback from Professionals at SGT University shows that a significant majority (over 70%) rated the syllabus content as either excellent (5 stars) or good (4 stars) in terms of imparting knowledge of advanced and latest techniques. While a smaller portion (around 27%) gave it a neutral (3 stars)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

2024-2025

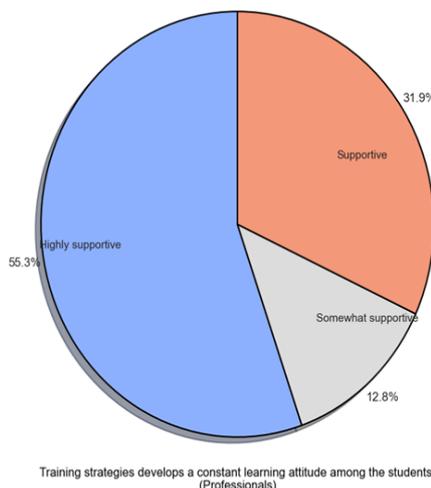
7. Course content includes teaching about Professional ethics



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.

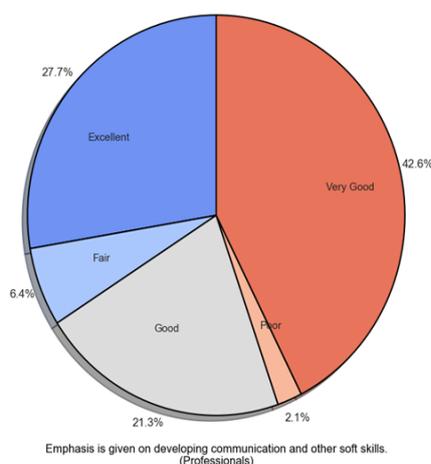
8. Training strategies develops a constant learning attitude among the students.

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.

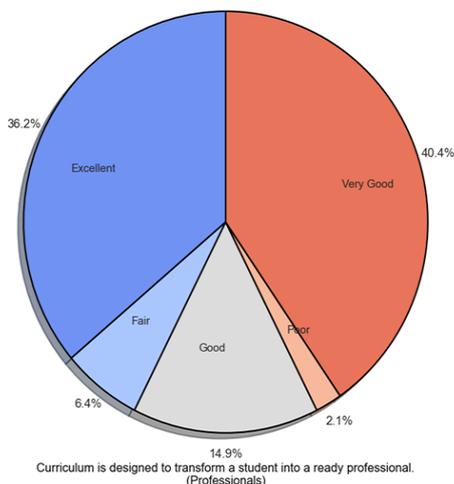
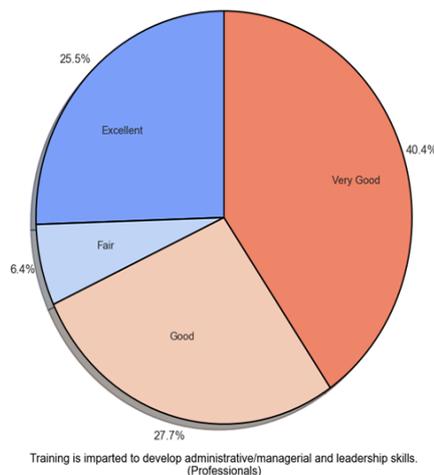


Faculty of Medicine & Health Sciences Feedback Analysis

2024-2025

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

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



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

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



## Internal Quality Assurance Cell

### Faculty of Medicine & Health Sciences (FMHS) Feedback Analysis

2024-2025

### ATR Summary Report (Faculty of Medicine & Health Sciences)

S. No.	Context	Student Feedback	IQAC Recommendation	Action Taken
1.	<b>Administrative Transparency &amp; PG Workload</b>	Students expressed the need for greater transparency in administrative processes. They also shared concerns regarding PG residents being involved in management duties, which they feel affects their study time, patient care, and research involvement	IQAC recommends reviewing communication systems to enhance proactive transparency. It also advised a reassessment of PG residents' workload to ensure alignment with their academic and clinical training requirements.	<ol style="list-style-type: none"> <li>1. PG workload distribution was reassessed in consultation with department heads</li> <li>2. Reviewed balanced allocation of management duties, academic responsibilities, and clinical postings</li> </ol>
2.	<b>Communication Gaps</b>	Students reiterated the need for more transparency in academic and administrative communication.	IQAC advise revisiting current communication protocols, ensuring that schedules, grading information, and academic guidelines are shared regularly through official channels to reduce ambiguity.	<ol style="list-style-type: none"> <li>1. A monthly departmental briefing system has been initiated to reduce ambiguity and keep students informed of any changes in academic processes</li> </ol>
3.	<b>Curriculum Enhancement (Practical Learning)</b>	Students requested increased practical-based learning to strengthen clinical and hands-on skills.	IQAC advise the Board of Studies to enhance the weightage of practical components and increase hands-on activities, laboratory sessions, and practical skill-building exercises.	<ol style="list-style-type: none"> <li>1. As per NMC Guidelines CBME Curriculum OSPE And OSCE Pattern is follow</li> </ol>

4.	<b>Exam Structure / Continuous Assessment</b>	Students requested more frequent class tests for continuous evaluation.	IQAC advise departments to increase formative assessment frequency to support regular learning, revision, and exam preparedness.	As per NMC Guidelines Students are undergo periodic class tests as part of the continuous internal assessment framework and their academic performance is systematically evaluated on the basis of these assessments
5.	<b>Faculty &amp; Staff Behaviour</b>	Students shared positive feedback for several instructors and encouraged having more faculty with similar qualities.	IQAC advise the CEAPS to identify the specific teaching techniques and engagement methods that earned positive feedback and use them as models for faculty development.	1. Positive feedback shared by students was formally acknowledged and communicated to the respective faculty members
6.	<b>General Feedback</b>	Most students expressed satisfaction with comments such as “I’m satisfied,” “All good,” and “No improvement required.”	IQAC recommends maintaining current good practices in response to the positive feedback.	1. The students satisfaction was formally noted and communicated to the faculty to encourage continuation of the current effective practices
7.	<b>Infrastructure (Hostel Facilities)</b>	Students reported that hostel water coolers are not functioning properly.	IQAC direct the Infrastructure Committee and Hostel Administration to immediately assess and rectify the issue.	1. The complaint was forwarded to the hostel warden and maintenance team for immediate inspection of all water coolers in the hostel premises
8.	<b>Resource Availability</b>	Students requested more access to digital study	IQAC recommends standardizing digital	1. All faculty members were

	<b>(PPTs &amp; Online Material)</b>	resources, including class PPTs.	resource sharing to ensure timely availability of PPTs and materials through the LMS.	informed about the students' request and advised to upload class PPTs and additional reference materials regularly
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# SGT UNIVERSITY

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