



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 Nursing



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

FEEDBACK 2024-2025

Internal Quality Assurance Cell

Faculty of Nursing

Feedback Analysis

2024-2025



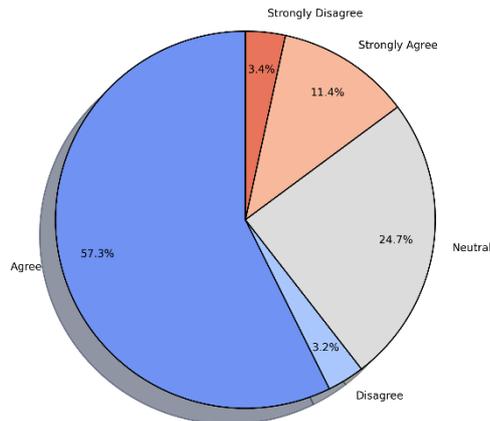
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Student's Feedback

Curriculum Design and Content

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

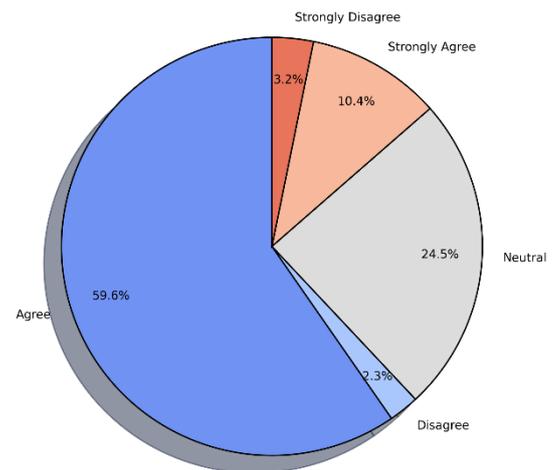


The curriculum is well-structured and logically sequenced. (Faculty of Nursing)

Most students (57.29%) rated the nursing curriculum's structure and sequencing as 4 out of 5 stars, indicating a generally positive perception. While a significant portion found it satisfactory (24.74% gave it 3 stars), a smaller number felt it could be improved, with roughly 11% giving it the highest rating and a combined 6.55% giving it the lowest two ratings. Overall, the feedback suggests the curriculum is largely well-received, though there's room for refinement based on the opinions of the minority who were less satisfied.

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

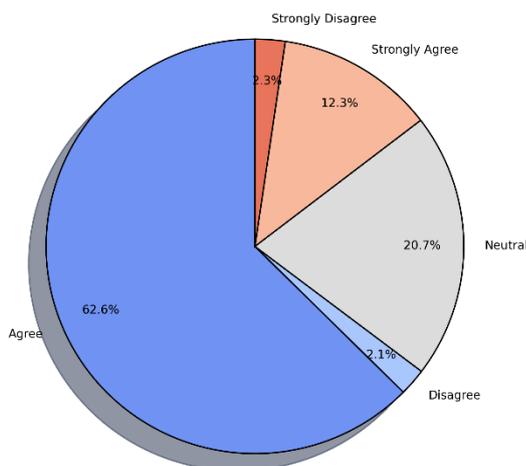
Most students at SGT University's Faculty of Nursing (59.62%) rated the clarity of course objectives and outcomes as 4 out of 5 stars, indicating a high level of satisfaction. While a significant portion felt they were clearly communicated, a smaller number gave lower ratings (with 3 stars being the next most frequent response at 24.52%), suggesting room for improvement in ensuring all students understand the course goals. The relatively low number of 1 and 2-star ratings indicates that this is not a major concern for most students.



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

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

Most students (62.58%) rated the syllabus content as highly relevant (4 stars) to current industry and academic trends at the Faculty of Nursing, SGT University. A significant portion (20.72%) gave it a 3-star rating, indicating general relevance. Relatively few students felt the syllabus was only somewhat relevant (2.11% gave it 2 stars and 2.33% gave it 1 star), while a small percentage (12.26%) considered it extremely relevant (5 stars). Overall, the feedback suggests that the syllabus content is largely perceived as relevant, with a strong positive leaning, although there's room for improvement based on the responses indicating less than perfect relevance.



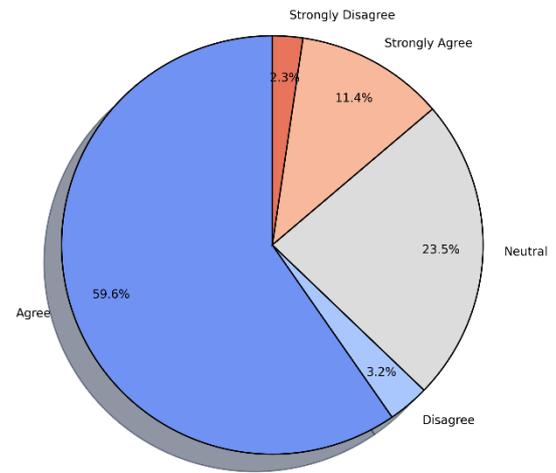
The syllabus content is relevant to current industry and academic trends. (Faculty of Nursing)

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

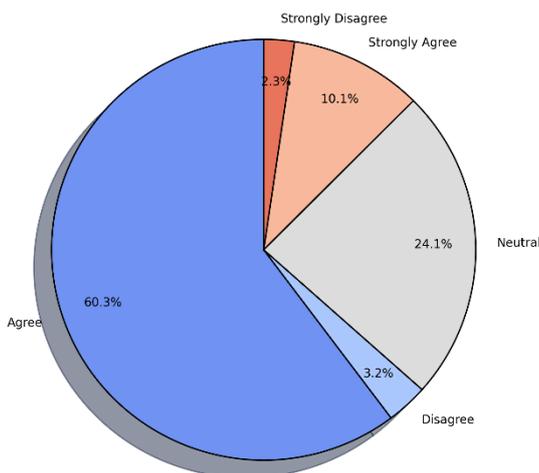
Most students (59.62%) rated the nursing curriculum's promotion of critical thinking and problem-solving skills as 4 out of 5 stars, indicating a largely positive perception. While a significant portion (23.47%) gave a neutral 3-star rating, relatively few students gave lower ratings (2.33% gave 1 star and 3.17% gave 2 stars), suggesting that the curriculum is generally effective in developing these essential skills, although there's room for improvement based on the 11.42% giving the highest 5-star rating.



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

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

Most students (60.25%) rated the curriculum's updates to meet global and national standards as 4 out of 5 stars, indicating a high level of satisfaction. A significant portion (24.1%) gave it a 3-star rating, suggesting general approval but room for improvement. Fewer students gave lower ratings (1-star and 2-star ratings combined account for roughly 5.5%), while a smaller number (10.15%) gave it a top rating of 5 stars. Overall, the feedback shows largely positive sentiment towards the curriculum's updates, with a strong majority of students satisfied but a notable portion suggesting there is potential for further enhancements.

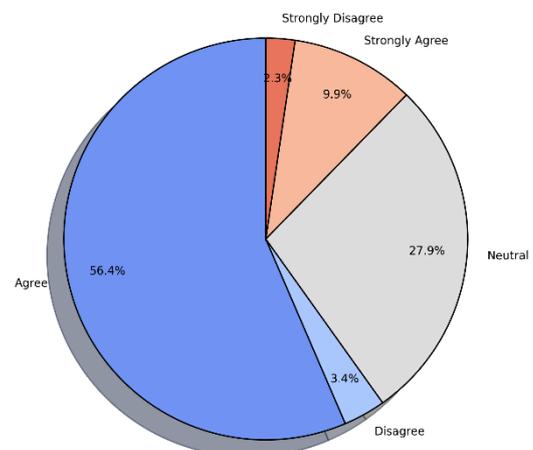


Curriculum is updated periodically to meet global and national standards. (Faculty of Nursing)

Skill Development and Employability

1. Courses help in building employability and entrepreneurial skills.

Most nursing students at SGT University feel that their courses are quite helpful in developing job-ready and entrepreneurial skills, with a significant majority (56.45%) giving a 4-star rating. While a smaller percentage gave very high (9.94%) or very low (2.33%) ratings, a substantial number (27.91%) rated the courses as moderately helpful (3 stars), suggesting room for improvement to better equip students for future careers. The overall feedback leans positive but indicates opportunities to enhance the curriculum's practical application and skill-building aspects.



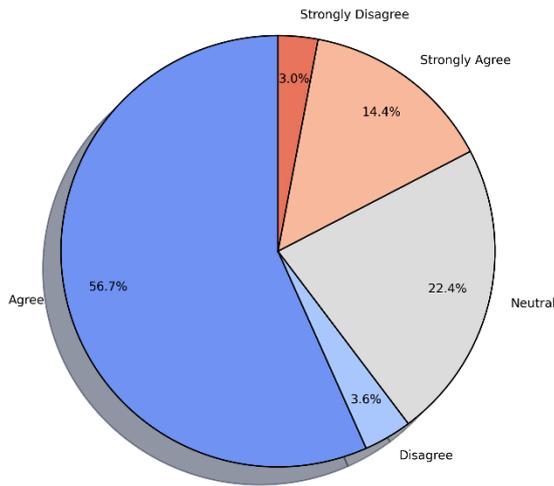
Courses help in building employability and entrepreneurial skills. (Faculty of Nursing)

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

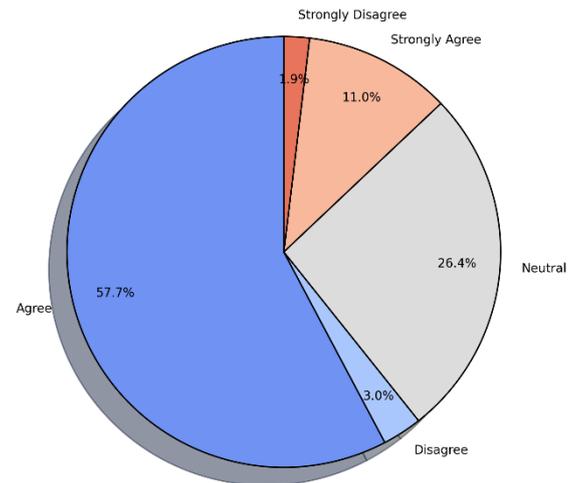
Most students (57.72%) rated the amount of industry exposure in the nursing curriculum as 4 out of 5 stars, indicating a generally positive view. While a significant portion found it satisfactory, a notable number (22.41%) gave a neutral 3-star rating, suggesting room for improvement. The relatively low percentages of 1- and 2-star ratings (2.96% and 2.54% respectively) show that major concerns about industry exposure are not widespread, but the combined neutral and somewhat positive responses highlight that opportunities for internships, visits, and projects could be enhanced to better prepare students for their careers.



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

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

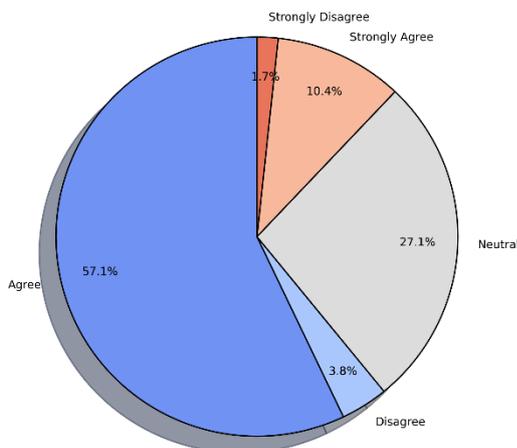
Most students (57.72%) at the SGT University Faculty of Nursing rated the alignment of skill-based courses with job market needs as 4 out of 5 stars, indicating a high level of satisfaction. A significant proportion (26.43%) gave a 3-star rating, suggesting a generally positive view but with room for improvement. Only a small percentage rated it poorly (1.9% gave 1 star and 2.96% gave 2 stars), while 10.99% gave the highest rating of 5 stars. Overall, the feedback suggests that the skill-based courses are largely considered relevant to the job market, though there's potential to further enhance their alignment to meet student expectations.



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

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

Most nursing students at SGT University feel the curriculum effectively integrates ICT tools, with a significant majority (57.08%) giving it a 4-star rating. While a considerable portion (27.06%) rated it 3 stars, indicating a general satisfaction, a smaller number felt it could be improved, as shown by the ratings of 2 stars (3.81%) and 1 star (1.69%). Overall, the feedback suggests a positive perception of ICT integration in the curriculum, but there's still room for minor improvements based on the less positive reviews.



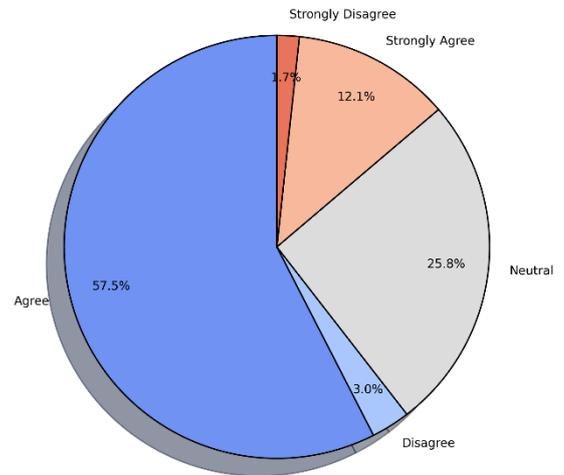
The curriculum integrates ICT (Information and Communication Technology) tools. (Faculty of Nursing)

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

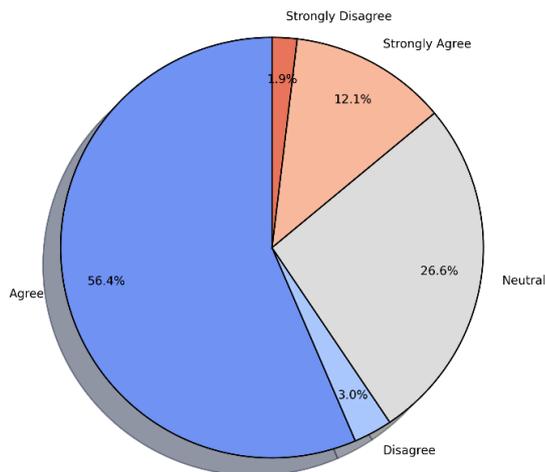
Most students (57.51%) rated the curriculum's support for innovation, research, and startups as 4 out of 5 stars, indicating a generally positive perception. While a significant portion (25.79%) gave it a 3-star rating, suggesting some room for improvement, the relatively small percentages giving 1 or 2 stars (1.69% and 2.96% respectively) show that major concerns are minimal. The 12.05% giving 5 stars indicates a level of strong satisfaction among some students. Overall, the feedback suggests that the curriculum is largely seen as supportive of innovation, research, and a startup culture, but there's potential for further enhancements to boost satisfaction.



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

NEP 2020 Integration & Multidisciplinary Approach

1. Curriculum includes flexibility for choosing electives/minor subjects

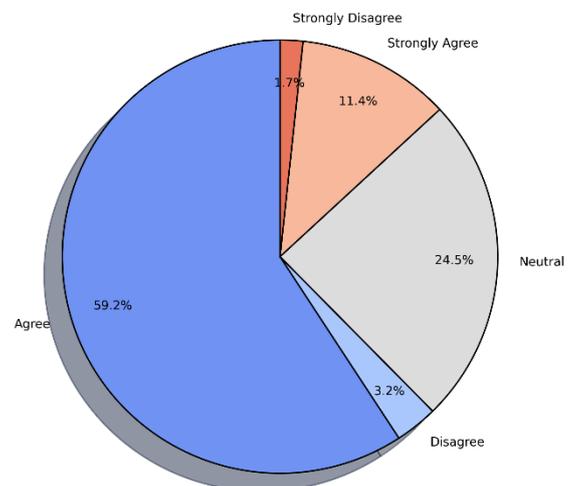


Curriculum includes flexibility for choosing electives/minor subjects. (Faculty of Nursing)

Most students (56.45%) at the SGT University Faculty of Nursing 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 (26.64%) gave it a 3-star rating, suggesting general approval. Fewer students gave lower ratings (1 and 2 stars), while only a small percentage (12.05%) gave the highest rating of 5 stars. Overall, the feedback shows that while the majority are pleased with the flexibility offered, there's room for improvement to enhance the elective and minor subject choices to better meet student needs and preferences.

2. Interdisciplinary/multidisciplinary learning is encouraged.

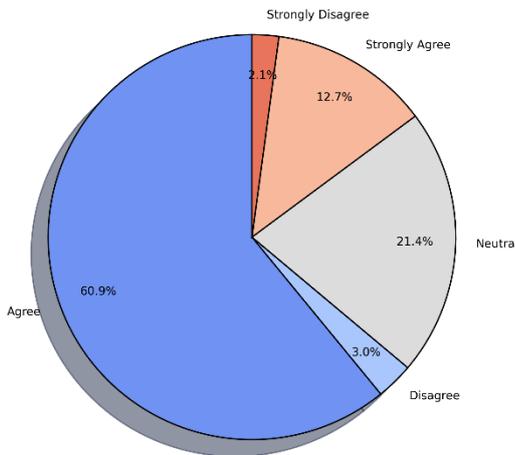
Most students at SGT University's Faculty of Nursing (59.2%) rated interdisciplinary/multidisciplinary learning as 4 out of 5 stars, indicating a largely positive view. While a significant portion (24.52%) gave it a 3-star rating, suggesting some room for improvement, relatively few students gave it lower ratings (1.69% gave it 1 star and 3.17% gave it 2 stars). Overall, the feedback shows that interdisciplinary learning is generally well-received and considered a valuable aspect of the nursing program, though there's potential for further enhancement based on the sizable 3-star response.



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

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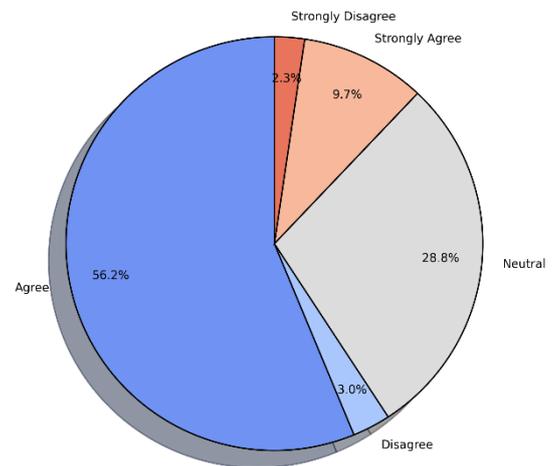
Skill and value-based education (ethics, environmental studies, etc.) is part of the syllabus. (Faculty of Nursing)

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

Most nursing students at SGT University (60.89%) rated the inclusion of skill and value-based education, such as ethics and environmental studies, in their syllabus as excellent (4 stars). A significant portion (21.35%) gave it a positive rating (3 stars), indicating overall satisfaction. While a smaller number of students gave lower ratings (1 and 2 stars), the majority clearly felt that this type of education was valuable and well-integrated into their program.

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

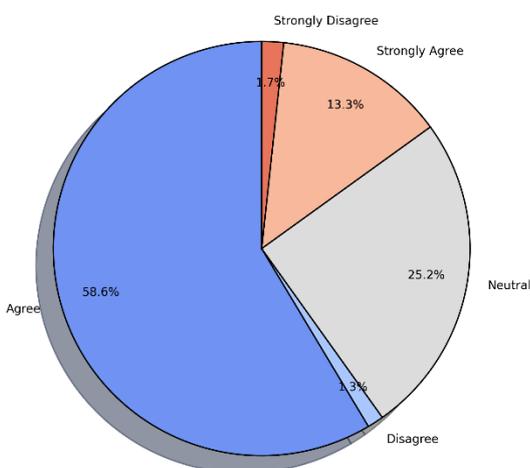
Most students (56.24%) rated the inclusion of local, national, and global issues in the nursing curriculum as excellent (4 stars), indicating a strong positive perception. A significant portion (28.75%) gave it a 3-star rating, showing general satisfaction. Only a small percentage expressed less favourable opinions, with fewer than 10% providing 1 or 2-star ratings. Overall, the feedback suggests that the curriculum effectively integrates relevant global, national, and local issues, though there's room for minor improvement based on the 1–3-star ratings.



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

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

Most students at SGT University's Faculty of Nursing (58.56%) rated the curriculum's opportunities for hands-on learning, like fieldwork and practical's, as very good (4 stars). A significant portion (25.16%) gave it a positive rating (3 stars), indicating overall satisfaction. However, a smaller percentage of students felt the experiential learning opportunities could be improved, with a relatively small number giving ratings of 1 or 2 stars (1.69% and 1.27% respectively). The feedback suggests the curriculum largely succeeds in providing experiential learning but there is room for minor enhancements based on the less positive responses.



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

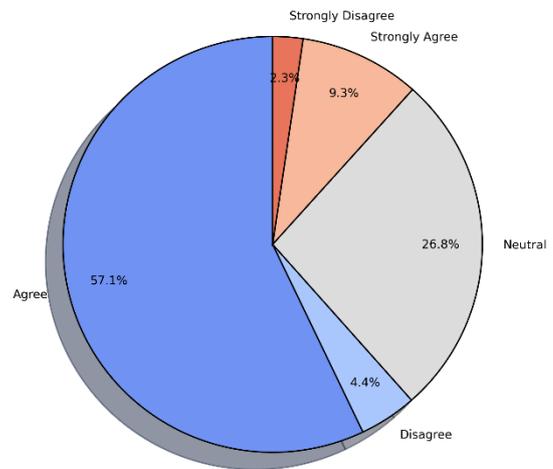
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Assessment and Academic Support

1. The evaluation system is transparent and fairly implemented.

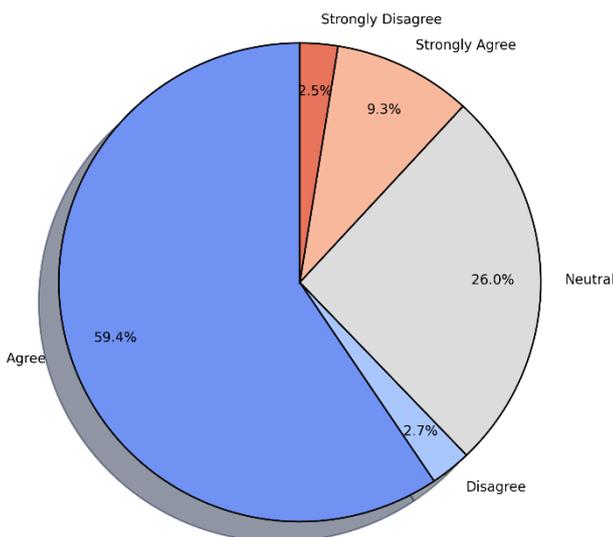
Most students (57.93%) at the SGT University Faculty of Nursing rated the evaluation system as 4 out of 5 stars, indicating a largely positive perception of its transparency and fairness. While a significant portion (26.85%) gave a neutral 3-star rating, relatively few students gave it low ratings (2.33% gave 1 star and 3.59% gave 2 stars), suggesting that although some improvements might be possible, the evaluation system is generally well regarded for its transparency and fair implementation. A smaller percentage (9.3%) gave the highest rating of 5 stars.



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

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

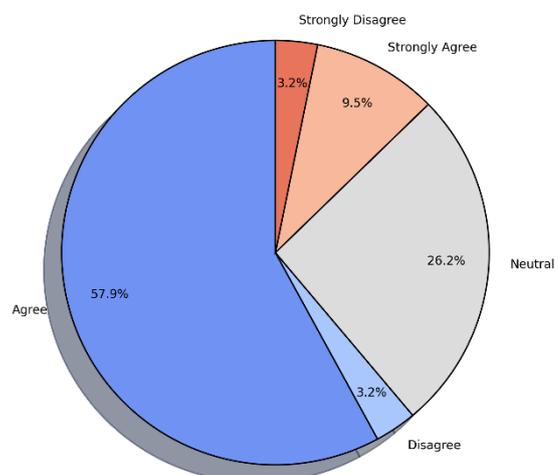
Most students (59.41%) at the SGT University Faculty of Nursing rated the curriculum's internal assessments and feedback as 4 out of 5 stars, indicating a generally positive view. A significant portion (26%) gave a neutral 3-star rating, while relatively few students rated it poorly (2.54% gave 1 star and 2.75% gave 2 stars). Only a small percentage (9.3%) gave the highest rating of 5 stars. Overall, the feedback suggests that while most students are satisfied, there's room for improvement to ensure all students feel they receive adequate opportunities for assessment and feedback.



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

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

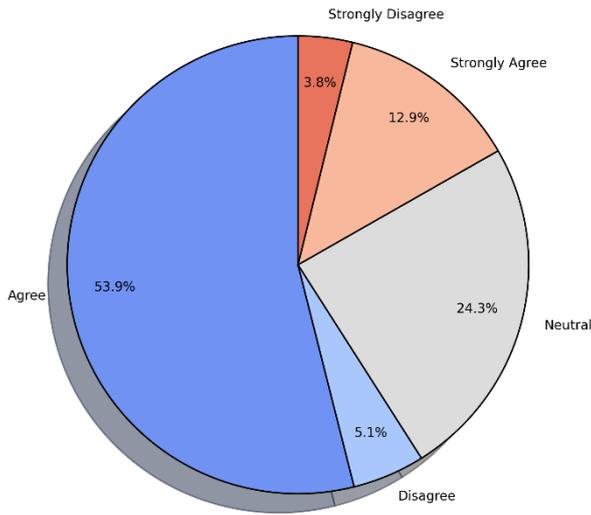
Most students at SGT University's Faculty of Nursing (57.93%) rated the availability of remedial and academic support for difficult subjects as good (4 stars), indicating a generally positive perception. A significant portion (26.22%) gave a neutral rating (3 stars), while a small percentage rated it poorly (3.17% each for 1 and 2 stars). Only a small number (9.51%) gave the highest rating (5 stars), suggesting room for improvement, although the overall sentiment shows that the support systems are largely effective.



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

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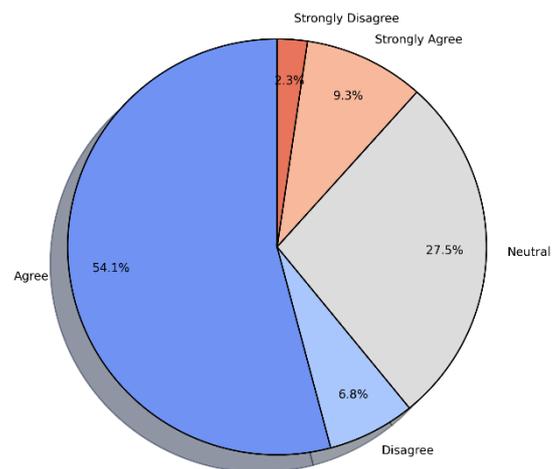
Adequate reference books are available in the library. (Faculty of Nursing)

4. Adequate reference books are available in the library.

Most students (53.91%) 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 (24.31%) gave a 3-star rating, suggesting room for improvement, the relatively small percentages of 1-star (3.81%) and 2-star (5.07%) ratings suggest that major concerns about book availability are not widespread. A smaller group (12.9%) gave the highest rating of 5 stars. Overall, the feedback shows that while the library's reference book collection is largely satisfactory, there's still potential to enhance it to better meet student needs.

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

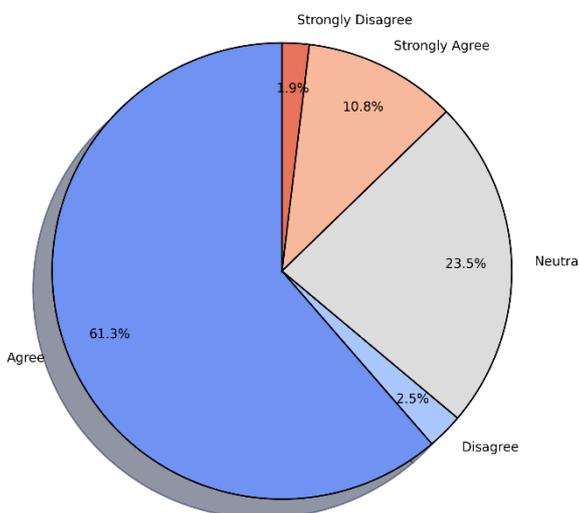
Most students (54.12%) at the Faculty of Nursing, SGT University rated the availability of appropriate print and online reference materials as 4 out of 5 stars, indicating a generally positive view. A significant portion (27.48%) gave a 3-star rating, suggesting some room for improvement. Fewer students gave lower ratings (2.33% gave 1 star and 6.77% gave 2 stars), while a smaller number (9.3%) gave the highest rating of 5 stars. Overall, the feedback suggests that while the majority are satisfied with the reference materials, there's potential to enhance the resources to better meet the needs of all students.



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

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

Most nursing students at SGT University (61.31%) rated the adherence to scheduled test and examination times as 4 out of 5 stars, indicating a high level of satisfaction. A significant portion (23.47%) gave a 3-star rating, suggesting general approval, while smaller percentages gave lower ratings (1.9% gave 1 star, 2.54% gave 2 stars, and 10.78% gave 5 stars). Overall, the feedback shows that while the majority are happy with the timeliness of tests and exams, there's room for improvement as a notable proportion of students didn't give the highest rating.



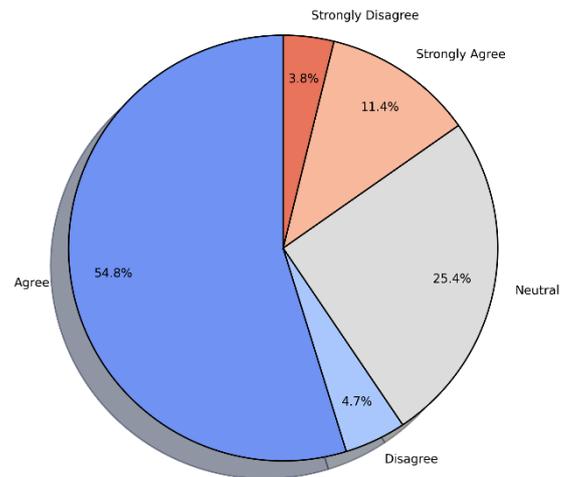
Tests and examinations are conducted within the scheduled timeframe. (Faculty of Nursing)

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

Most students at SGT University's Faculty of Nursing (54.76%) find the examination and evaluation pattern satisfactory, giving it a 4-star rating. A significant portion (25.37%) gave it a 3-star rating, indicating a general level of acceptance. Relatively fewer students gave it either a very positive (11.42% gave 5 stars) or very negative (only a small percentage gave 1 or 2 stars) rating, suggesting the system is largely acceptable but could benefit from some improvements based on the feedback from those who rated it lower.

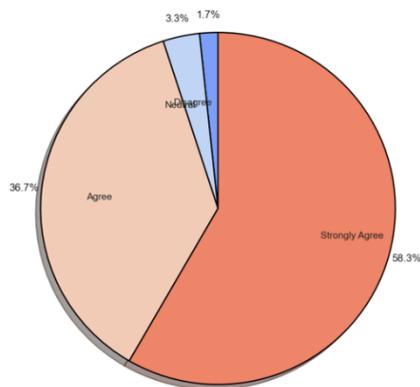


Examination and evaluation pattern of the university is satisfactory. (Faculty of Nursing)

Teacher's Feedback

Curriculum Design & Delivery

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

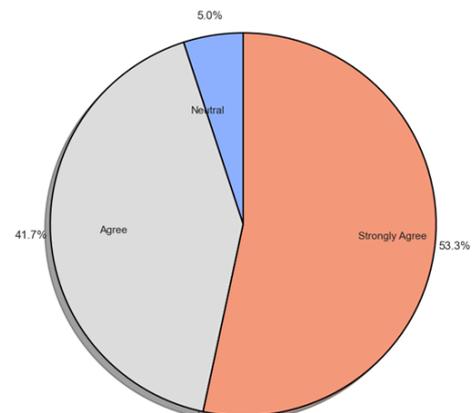


The curriculum is well-structured and aligned with program objectives. (Faculty of Nursing)

The feedback from Faculty of Nursing teachers at SGT University overwhelmingly indicates a positive perception of the curriculum's structure and alignment with program objectives. A significant majority (58.33%) rated the curriculum 5 stars, with another substantial portion (36.67%) giving it 4 stars. While a small minority provided lower ratings of 2 and 3 stars, the data strongly suggests a high level of satisfaction with the curriculum's design and effectiveness in achieving its intended goals.

2. Curriculum includes sufficient interdisciplinary components.

The Faculty of Nursing at SGT University received overwhelmingly positive feedback regarding the curriculum's interdisciplinary components. A significant majority of teachers (53.33%) rated the inclusion of interdisciplinary elements as excellent (5 stars), with a further 41.67% giving a positive rating of 4 stars. Only a small minority (5%) provided a neutral rating of 3 stars, indicating a high level of satisfaction among the teaching faculty with the current curriculum's interdisciplinary approach.

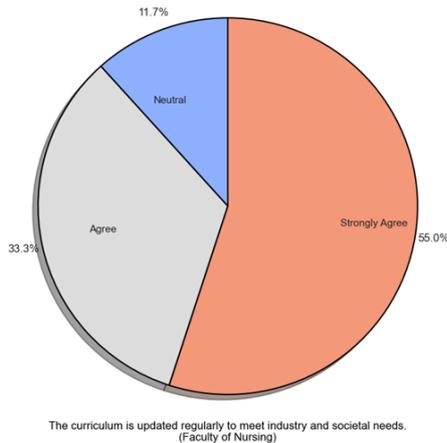


Curriculum includes sufficient interdisciplinary components. (Faculty of Nursing)

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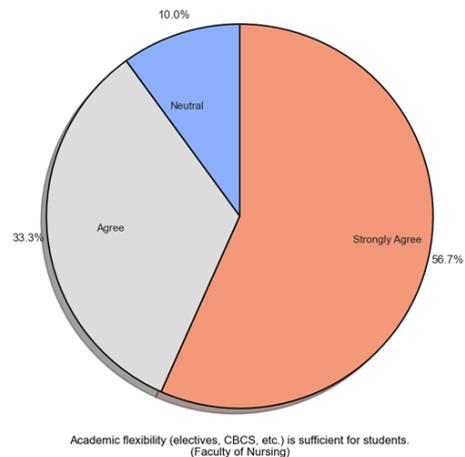
3. The curriculum is updated regularly to meet industry and societal needs.



The feedback from Faculty of Nursing teachers at SGT University overwhelmingly indicates a positive perception of curriculum updates. A significant majority (55%) rated the curriculum's alignment with industry and societal needs as excellent (5 stars), with an additional 33% giving it a strong positive rating (4 stars). While a smaller percentage (11.67%) provided a neutral rating (3 stars), the overall response strongly suggests that the curriculum effectively reflects current needs.

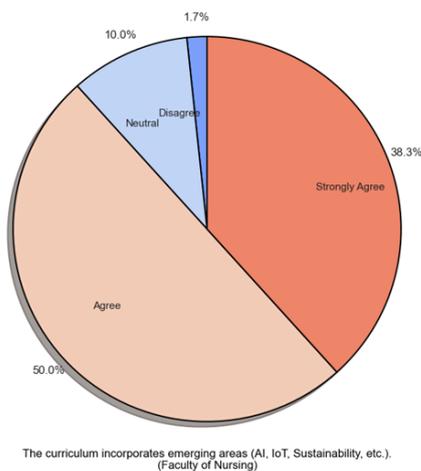
4. Academic flexibility (electives, CBCS, etc.) is sufficient for students.

The feedback from Faculty of Nursing teachers at SGT University indicates a largely positive perception of academic flexibility offered to students, with the majority (56.67%) rating it as excellent (5 stars). A significant portion (33.33%) rated it as good (4 stars), while only a small minority (10%) gave it a neutral rating (3 stars). Overall, the data suggests a high level of satisfaction among faculty regarding the current system's ability to provide sufficient academic flexibility through electives and the CBCS framework.



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

The Faculty of Nursing at SGT University received largely positive feedback regarding curriculum incorporation of emerging areas like AI, IoT, and sustainability. While a small minority gave a 2-star rating (1.67 responses), the majority of teachers rated the curriculum highly, with a significant portion awarding 4 stars (50 responses) and a substantial number giving 5 stars (38.33 responses). The prevalence of 4 and 5-star ratings suggests a strong level of satisfaction with the curriculum's integration of these emerging fields, indicating a successful effort to incorporate relevant and current topics.

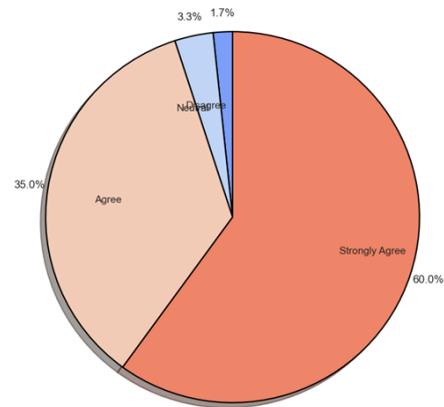


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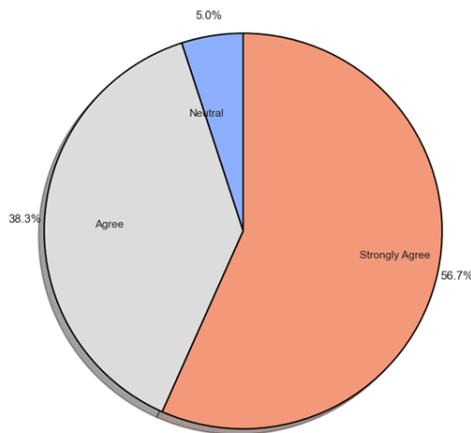
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6. Skill-based and value-added courses are well-integrated into the curriculum.

The overwhelming majority of Faculty of Nursing teachers at SGT University (95%) rated the integration of skill-based and value-added courses into the curriculum as either 4 or 5 stars, indicating a high level of satisfaction. While a small percentage provided lower ratings (2 and 3 stars), the dominant positive feedback suggests a successful implementation of these courses within the curriculum.



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



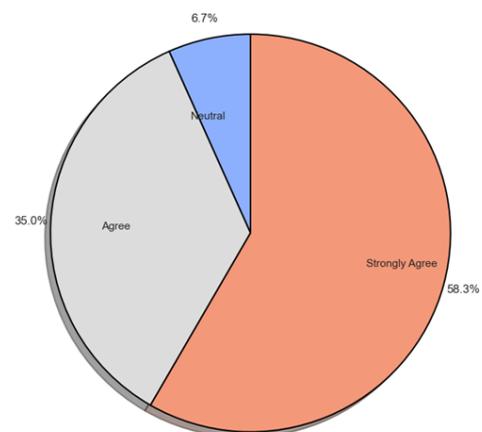
Internships, projects, and field work are effectively embedded in the syllabus. (Faculty of Nursing)

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

The Faculty of Nursing at SGT University received overwhelmingly positive feedback regarding the integration of internships, projects, and fieldwork into the syllabus. While a small number of teachers rated the embedding as average (3 stars), the vast majority gave it a very positive assessment (4 and 5 stars), with nearly 60% providing the highest rating of 5 stars and over 90% rating it 4 stars or higher, indicating a strong level of satisfaction with the current approach.

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

Faculty of Nursing teachers at SGT University overwhelmingly support the encouragement of pedagogical innovations, with a significant majority (58.33%) giving a top rating of 5 stars. While a substantial portion (35%) provided a 4-star rating, indicating general approval, the relatively small percentage of 3-star ratings (6.67%) suggests that the initiative is largely well-received and considered effective. The data demonstrates a strong positive sentiment towards the adoption of ICT tools, experiential learning, and flipped classroom approaches within the faculty.



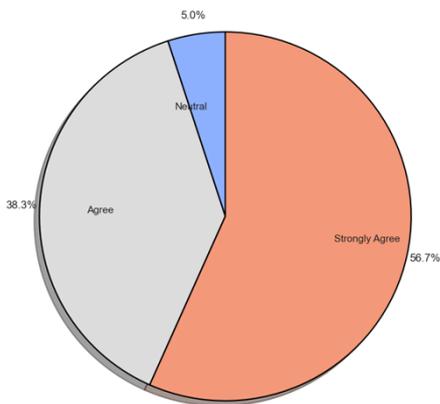
Pedagogical innovations (ICT tools, experiential learning, flipped classroom) are encouraged. (Faculty of Nursing)

Faculty of Nursing Feedback Analysis

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Teaching-Learning and Evaluation

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

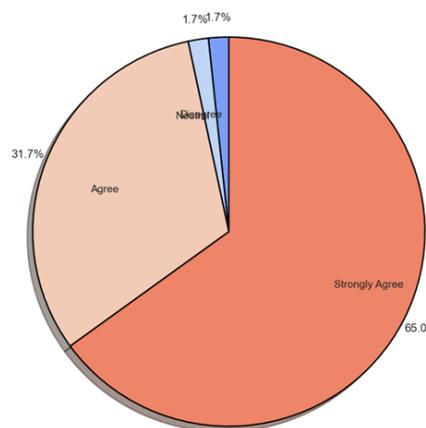


The teaching-learning process is student-centric and participative. (Faculty of Nursing)

The feedback from Faculty of Nursing teachers at SGT University overwhelmingly indicates a positive perception of the teaching-learning process as student-centric and participative. While a small percentage (5%) gave a 3-star rating, the vast majority rated it highly, with nearly 40% awarding 4 stars and over half (56.67%) giving it the highest 5-star rating. This suggests a strong emphasis on student engagement and active learning within the faculty.

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

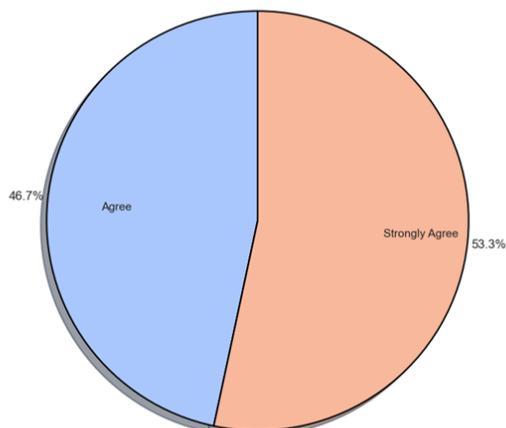
The overwhelming majority of Faculty of Nursing teachers at SGT University (65%) rated the evaluation process as excellent (5 stars), indicating a high level of satisfaction with its fairness, transparency, and outcome-based approach. While a smaller proportion gave ratings of 3 and 4 stars (a combined 33.34%), the very low number of 2-star ratings (1.67%) suggests that concerns regarding the evaluation process are minimal, and overall, the system is perceived very positively by the faculty.



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

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

Teachers at the Faculty of Nursing, SGT University, overwhelmingly approve of the availability of remedial classes and academic support for slow learners, with a combined 99.99% of respondents giving ratings of 4 or 5 stars. The slight majority (53.33%) gave the highest possible rating of 5 stars, indicating a high level of satisfaction and perceived effectiveness of these support systems.



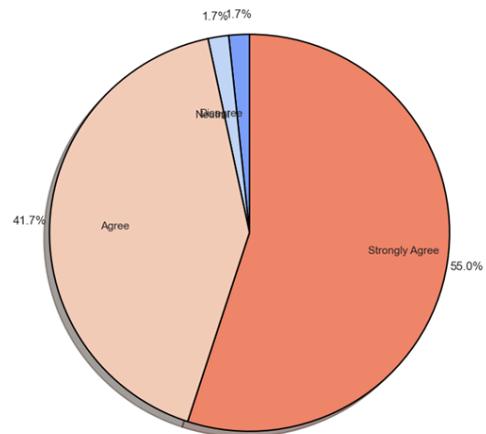
Remedial classes and academic support are available for slow learners. (Faculty of Nursing)

Faculty of Nursing Feedback Analysis

2024-2025

4. Advanced learners are encouraged with additional learning opportunities.

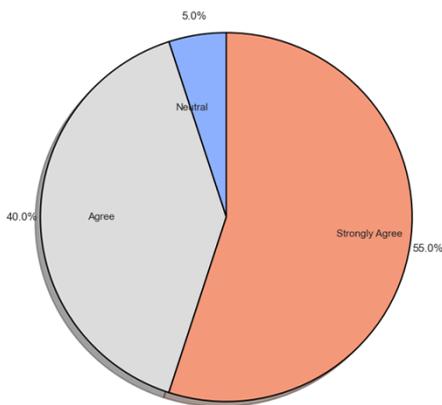
The overwhelming majority of Faculty of Nursing teachers at SGT University (96.67%) rated the encouragement of advanced learners with additional learning opportunities as either 4 or 5 stars, indicating a high level of satisfaction with the provision of such opportunities. While a small percentage provided 2 or 3-star ratings, the dominant positive feedback strongly suggests that the university is effectively supporting the academic development of its high-achieving nursing students.



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

Research, Development & Extension

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

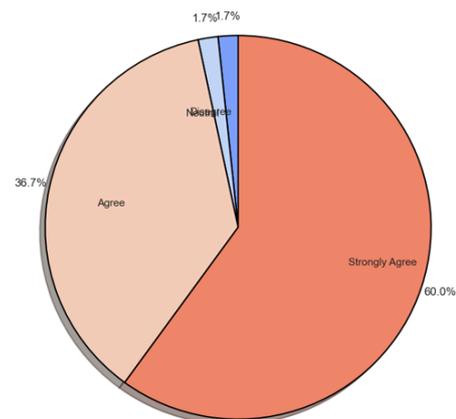


Adequate facilities and support are available for research activities. (Faculty of Nursing)

The overwhelming majority of Faculty of Nursing teachers at SGT University rate the availability of facilities and support for research activities highly. While a small number gave a 3-star rating, the vast majority (95%) provided 4 or 5 stars, indicating a strong level of satisfaction with the resources available for research. This suggests that the university provides a supportive environment for faculty research endeavors.

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

Faculty of Nursing teachers at SGT University overwhelmingly report a high level of encouragement for publishing in reputable journals and conferences, with a significant majority (60%) giving a top 5-star rating. While a smaller percentage provided 2-star and 3-star ratings (approximately 3.34% each), the dominant 4-star rating (36.67%) further supports the overall positive perception of publishing support within the faculty. The data suggests a strong institutional emphasis on scholarly output.



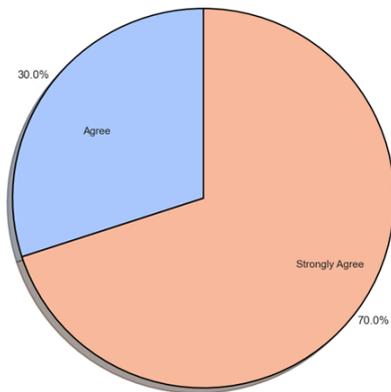
There is encouragement for publishing in reputed journals and conferences. (Faculty of Nursing)

Faculty of Nursing Feedback Analysis

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

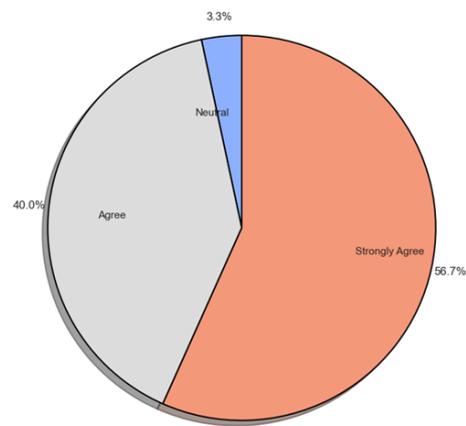
The Faculty of Nursing at SGT University received overwhelmingly positive feedback regarding institutional support for professional development activities like FDPs, workshops, and conferences. A significant majority (70%) of responding teachers rated the support as 5 stars, with an additional 30% giving a 4-star rating, indicating a high level of satisfaction and perceived value placed on opportunities for professional growth within the institution.



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

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

The feedback from Faculty of Nursing teachers at SGT University overwhelmingly indicates a high level of satisfaction with collaborations for research and training, with a significant majority (56.67%) giving a 5-star rating. While a smaller proportion rated it 4 stars (40%), and a very small minority gave a 3-star rating (3.33%), the overall sentiment strongly suggests that existing industry and institutional partnerships are effectively supporting research and training activities within the faculty.

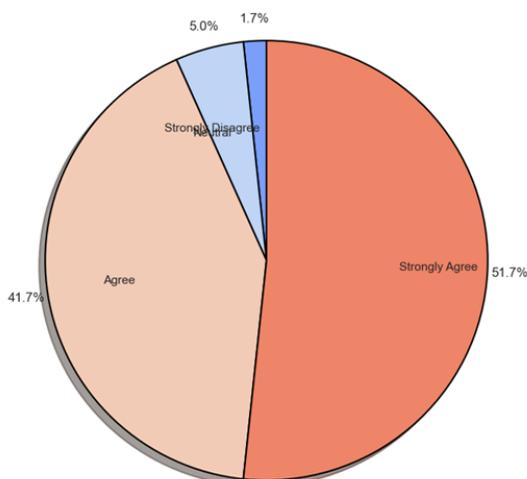


Collaborations with industries/institutions for research and training are adequate. (Faculty of Nursing)

Infrastructure and Faculties

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

The Faculty of Nursing at SGT University receives overwhelmingly positive feedback regarding the maintenance of its campus infrastructure. While a small percentage of teachers rated the infrastructure as only one or three stars, a significant majority (93.34%) gave it four or five stars, indicating a high level of satisfaction with the condition of classrooms, labs, and the library. This suggests that the university's investment in maintaining its facilities is largely effective in supporting the teaching and learning environment.



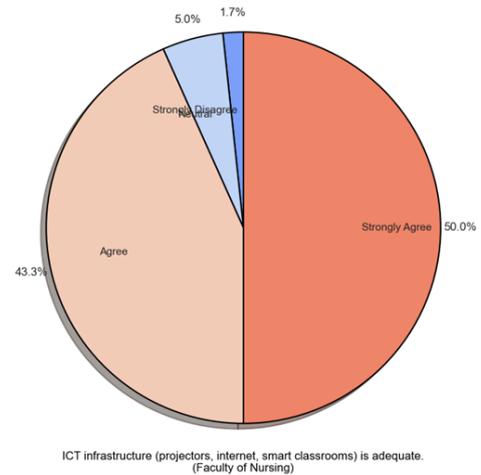
The campus infrastructure (classrooms, labs, library, etc.) is well-maintained. (Faculty of Nursing)

Faculty of Nursing Feedback Analysis

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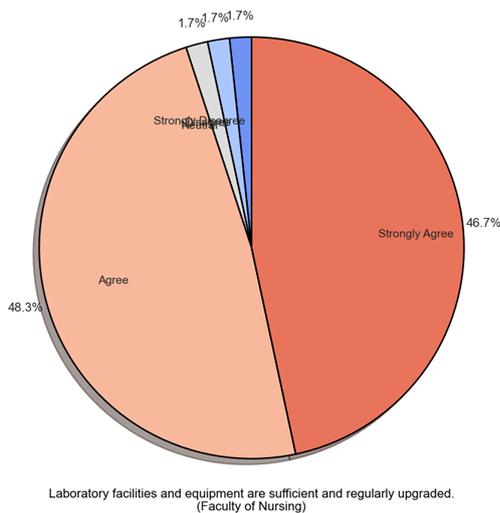
2. ICT infrastructure (projectors, internet, smart classrooms) is adequate.

The feedback from Faculty of Nursing teachers at SGT University regarding ICT infrastructure shows overwhelmingly positive sentiment. While a small percentage gave 1-star and 3-star ratings (1.67% and 5% respectively), the vast majority rated the infrastructure highly, with 43.33% giving 4 stars and 50% giving a top 5-star rating. This suggests that the ICT infrastructure, encompassing projectors, internet, and smart classrooms, is generally considered adequate and well-received by the faculty. The relatively low number of low ratings indicates areas for minor improvement rather than significant overhaul.



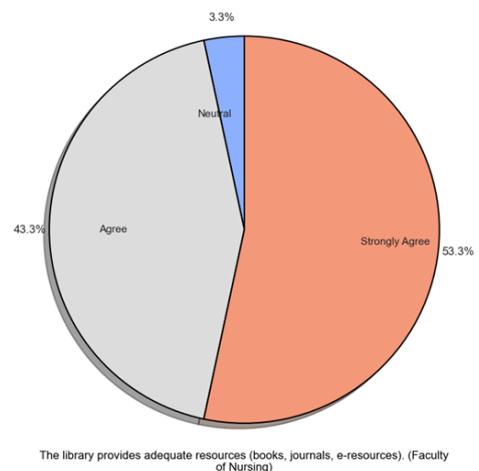
3. Laboratory facilities and equipment are sufficient and regularly upgraded.

The overwhelming majority of Faculty of Nursing teachers at SGT University (95%) rate the laboratory facilities and equipment as either 4 or 5 stars, indicating a high level of satisfaction with sufficiency and regular upgrades. While a small percentage (5%) provided ratings of 1, 2, or 3 stars, suggesting some areas for potential improvement, the overall feedback strongly points to a positive assessment of the lab resources.



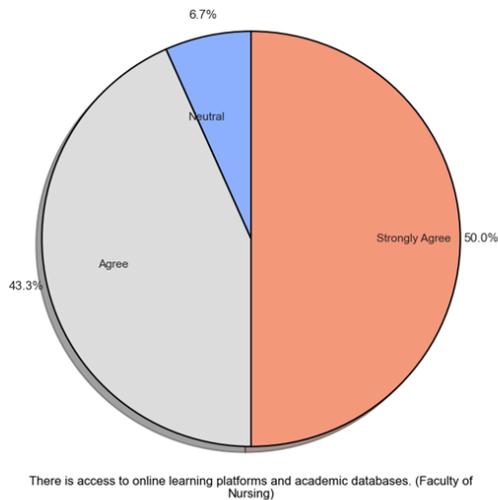
4. The library provides adequate resources (books, journals, e-resources).

The Faculty of Nursing at SGT University overwhelmingly finds the library's resources to be adequate, with a significant majority (over 96%) rating the resources as either 4 or 5 stars. While a small percentage (3.33%) gave a 3-star rating, indicating some room for improvement, the overall feedback strongly suggests a high level of satisfaction with the library's book, journal, and e-resource provisions.



Faculty of Nursing Feedback Analysis

2024-2025



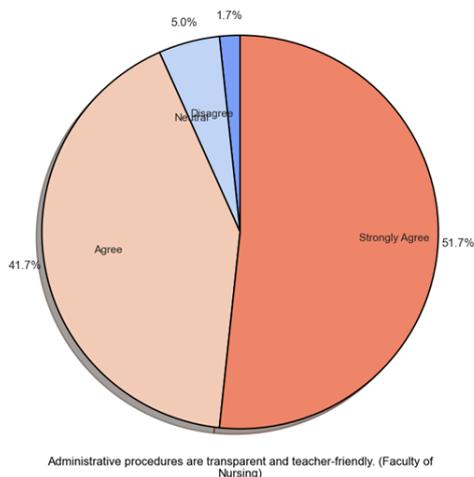
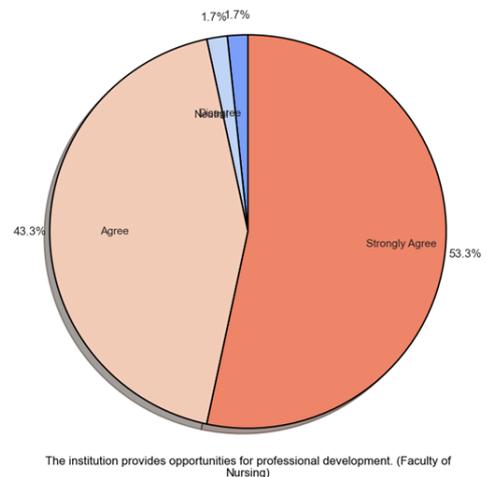
5. There is access to online learning platforms and academic databases.

The feedback from Faculty of Nursing teachers at SGT University overwhelmingly indicates a high level of satisfaction with access to online learning platforms and academic databases. While a small percentage (6.67%) rated access as average (3 stars), the vast majority rated it as good (43.33% gave 4 stars) or excellent (50% gave 5 stars), demonstrating a strong positive perception of the available resources.

Institutional Governance & Support

1. The institution provides opportunities for professional development.

The overwhelming majority of Faculty of Nursing teachers at SGT University (96.66%) rate the institution's provision of professional development opportunities as either 4 or 5 stars, indicating a high level of satisfaction. While a small percentage gave ratings of 2 or 3 stars (3.34%), the data strongly suggests that the university effectively supports its nursing faculty's professional growth.



2. Administrative procedures are transparent and teacher-friendly.

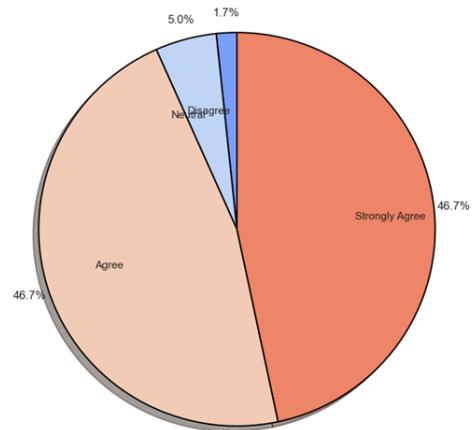
The overwhelming majority of Faculty of Nursing teachers at SGT University rate the administrative procedures as transparent and teacher-friendly, with 41.67% giving a 4-star rating and 51.67% giving a 5-star rating. While a small percentage provided lower ratings (1.67% gave 2 stars and 5.0% gave 3 stars), the data strongly suggests a high level of satisfaction with the clarity and ease of use of administrative processes.

Faculty of Nursing Feedback Analysis

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

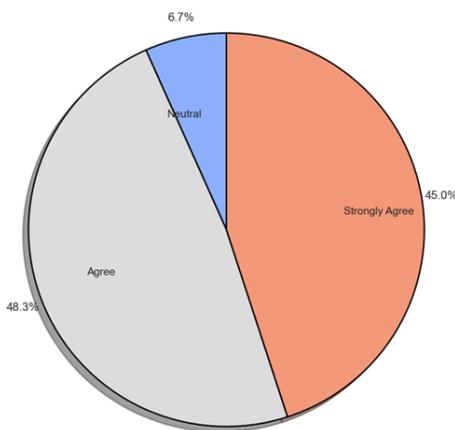
The overwhelming majority of Faculty of Nursing teachers at SGT University rate the welfare and support facilities (medical, financial, and counselling) as either 4 or 5 stars, indicating a high level of satisfaction. While a small percentage provided 2 and 3-star ratings, the significantly larger proportion of 4 and 5-star ratings suggests that these services are generally well-received and meet the needs of the faculty. The data points to a strong positive perception of the available support systems.



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

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

Faculty of Nursing teachers at SGT University largely agree that their feedback is considered in curriculum development and policy, with a strong majority (93.33%) giving a 4- or 5-star rating. While a small portion (6.67%) gave a 3-star rating, indicating some room for improvement, the overwhelmingly positive response suggests a generally effective mechanism for incorporating teacher input into shaping the curriculum and related policies.



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

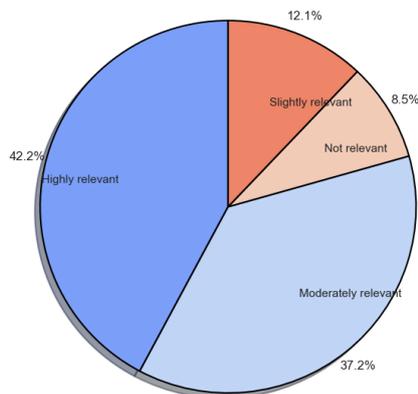
Faculty of Nursing Feedback Analysis

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Alumni Feedback

Feedback on Curriculum

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

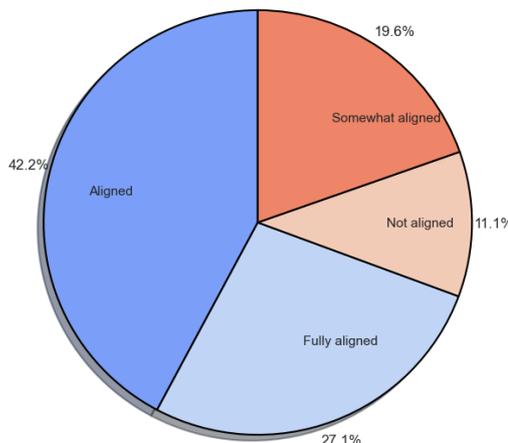


How relevant was the curriculum to your current job or career? (Alumni)

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?

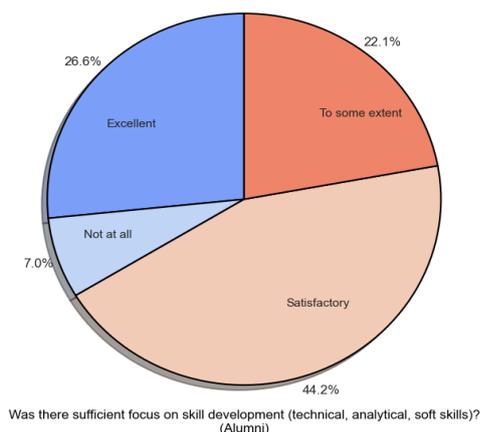
SGT University alumni feedback shows that a significant majority (almost 70%) felt the curriculum was either aligned or fully aligned with current industry standards. While a smaller portion (around 20%) felt it was only somewhat aligned, a relatively small percentage (about 11%) felt the curriculum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



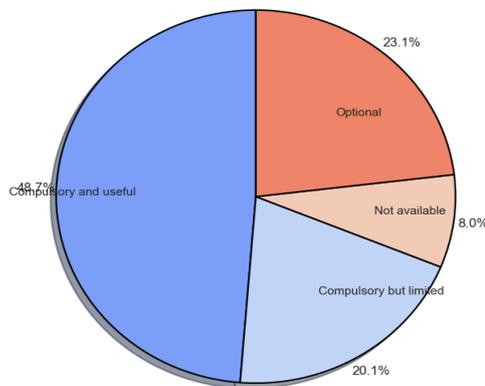
Was there sufficient focus on skill development (technical, analytical, soft skills)? (Alumni)

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

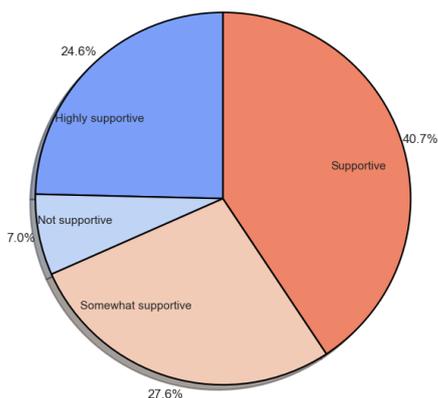
SGT University alumni feedback shows that almost half (48.74%) found internship/apprenticeship opportunities to be both compulsory and beneficial to their studies. A significant portion (20.1%) felt these opportunities were compulsory but limited in scope, while a smaller number (23.12%) reported them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



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

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

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

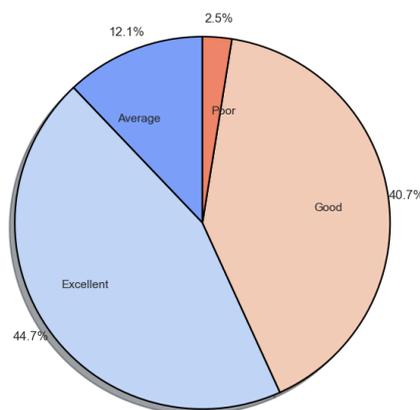


Did the program support your preparation for higher studies or competitive exams? (Alumni)

Teaching & Learning Environment

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

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

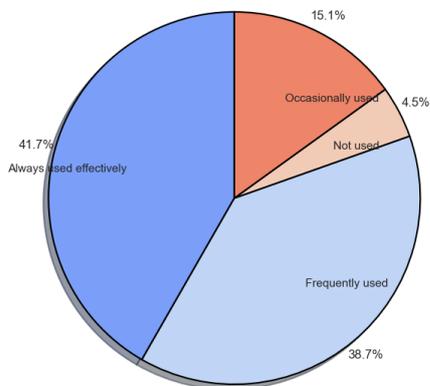


How would you rate the quality of teaching resources (faculty, books, materials)? (Alumni)

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

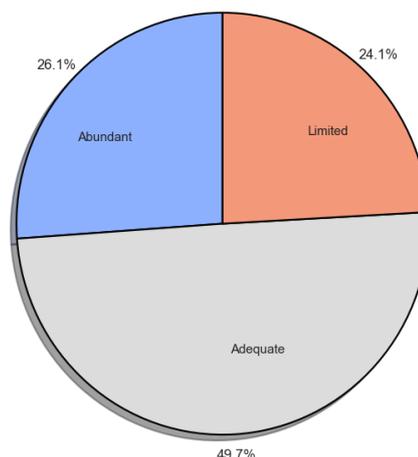


Use of modern teaching aids and learning platforms (PPTs, LMS, etc.): (Alumni)

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.

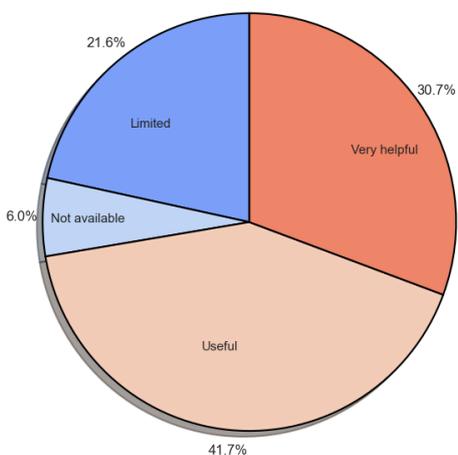
3. Opportunities to participate in research, innovation, or entrepreneurship:

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.

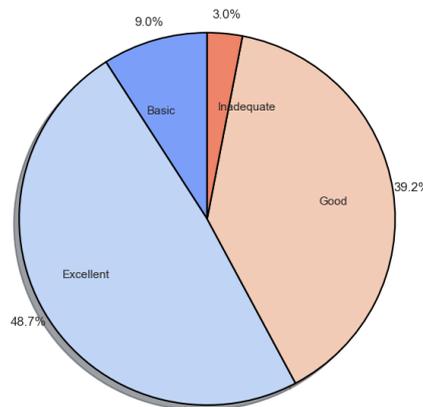
Faculty of Nursing Feedback Analysis

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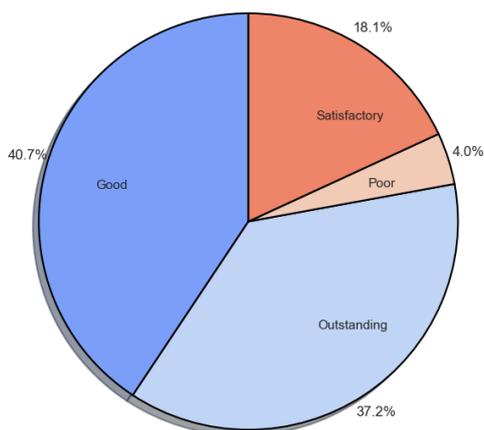
Campus Facilities & Infrastructure

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)



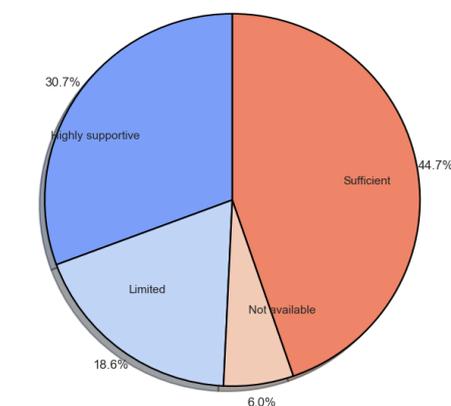
Facilities provided (Library, Labs, Internet, Hostel, Sports): (Alumni)

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:

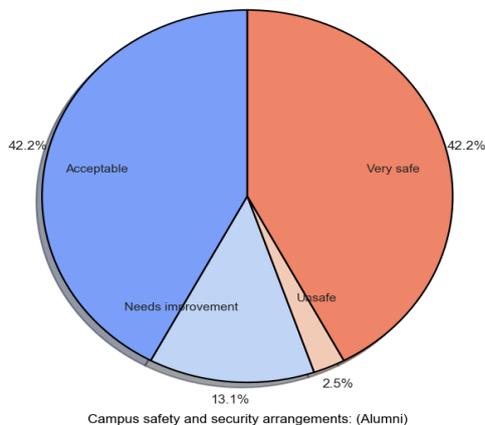
SGT University alumni feedback shows that a significant majority (44.72%) found the availability of digital and physical resources for self-learning and projects to be sufficient. A considerable portion (30.65%) rated the resources as highly supportive, indicating positive experiences. However, a notable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

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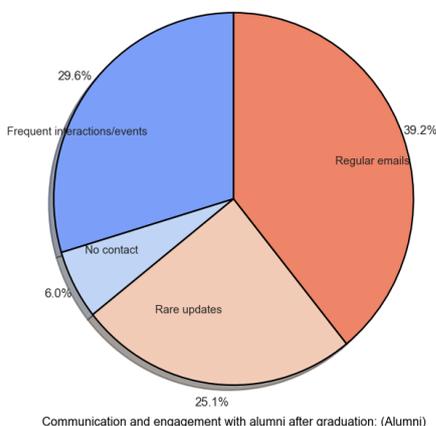
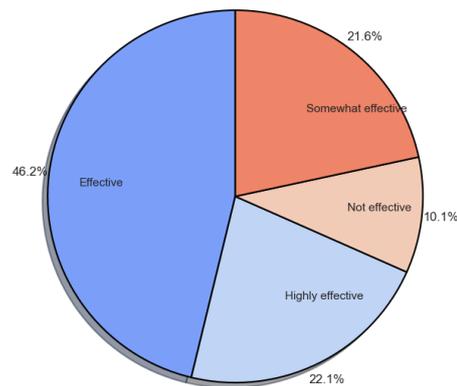
4. Campus safety and security arrangements:

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.



2. Communication and engagement with alumni after graduation:

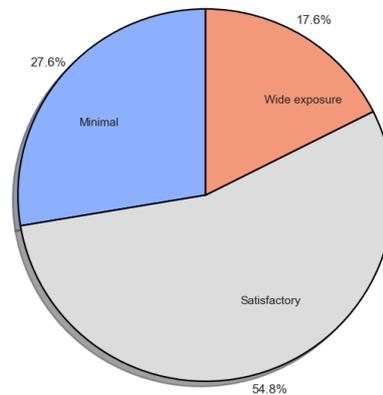
Over half (52.2%) at SGT COP, SGT University rate experiential learning as 5 stars, with 25.5% at 4 stars. Dissent is minimal (2.5–3.1%), reflecting strong hands-on components.

Faculty of Nursing Feedback Analysis

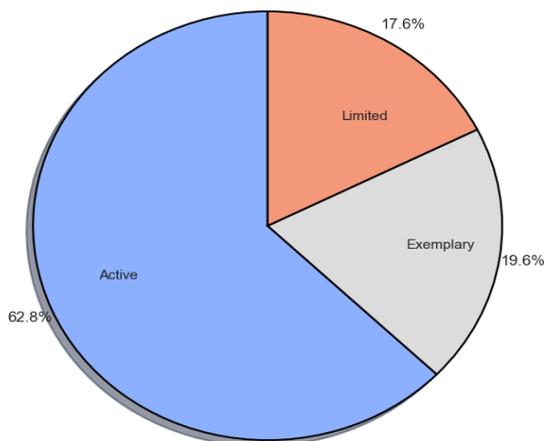
2024-2025

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

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



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



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

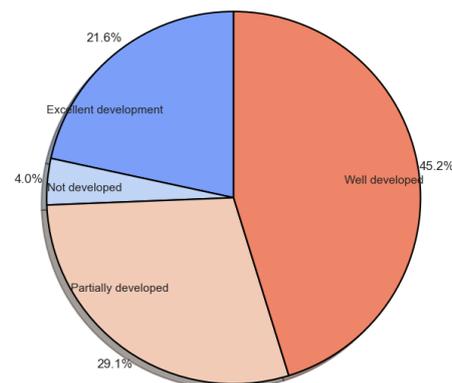
4. Contribution of university towards social responsibility & sustainability:

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

Outcome & Value Addition

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

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

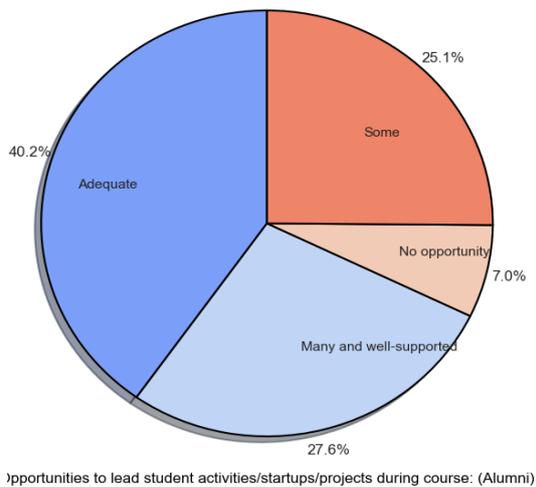


Development of personality, leadership, and communication skills: (Alumni)

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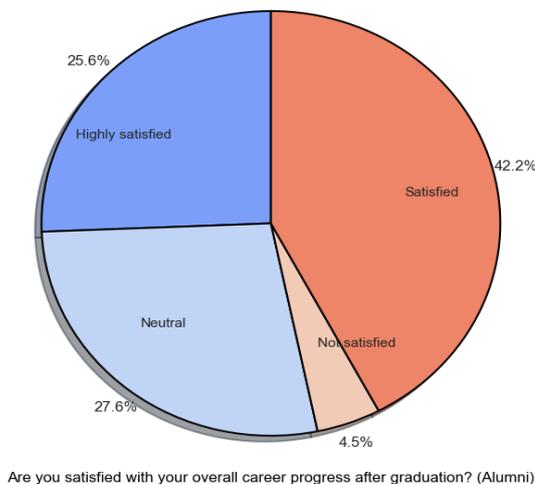
2. Opportunities to lead student activities/startups /projects during course:



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

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

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



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

Faculty of Nursing Feedback Analysis

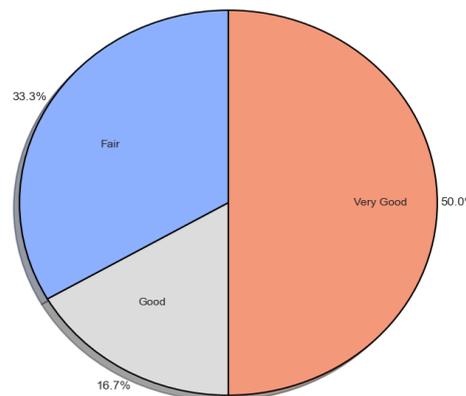
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Employer Feedback

Subject Knowledge and Curriculum

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

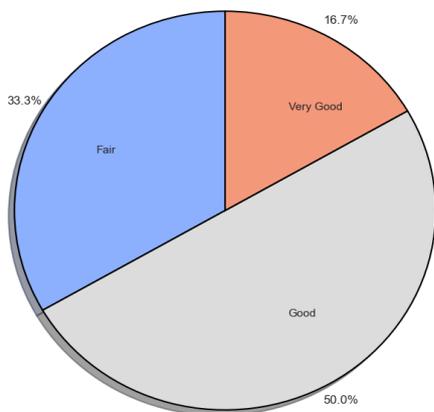
Employer feedback on SGT University graduates' subject knowledge and skills shows a mixed bag. While half of the employers rated graduates at 4 out of 5 stars, indicating a good level of proficiency, a significant portion (one-third) gave only a 2-star rating, suggesting some concerns about the graduates'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



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

Teamwork and Communication Skills

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



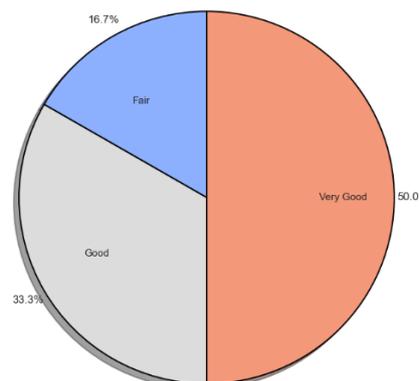
Are SGT graduates effective in team collaboration and clear in both verbal and written communication? (Employer)

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

Professionalism and Ethical Responsibility

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

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



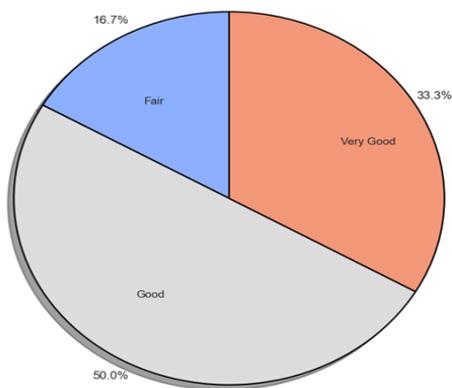
Do SGT graduates consistently demonstrate professionalism and uphold ethical standards in their roles? (Employer)

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Adaptability and Leadership Potential

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



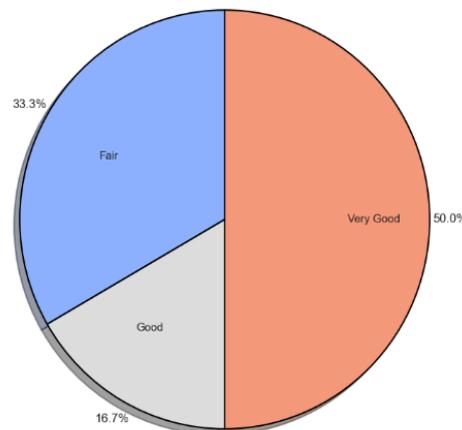
How would you assess the adaptability, initiative, and leadership potential of SGT graduates within your organization? (Employer)

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

Overall Satisfaction

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

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



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

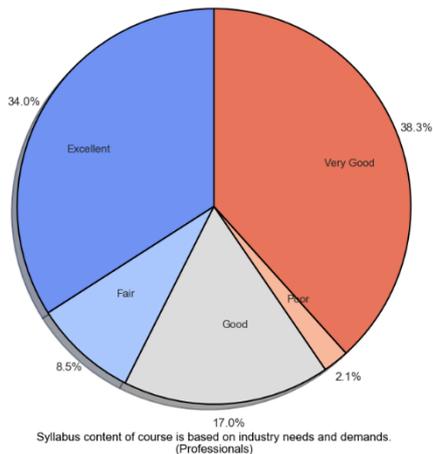
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Professionals Feedback

Feedback on Curriculum

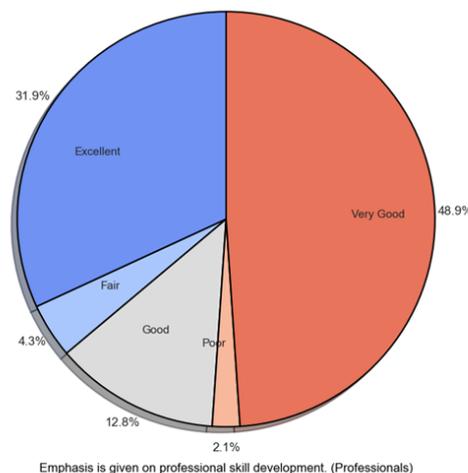
1. Syllabus content of course is based on industry needs and demands.



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

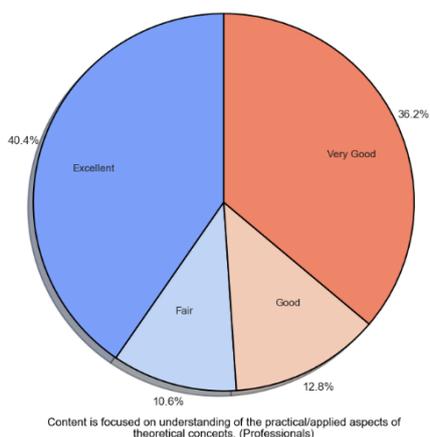
2. Emphasis is given on professional skill development.

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



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

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

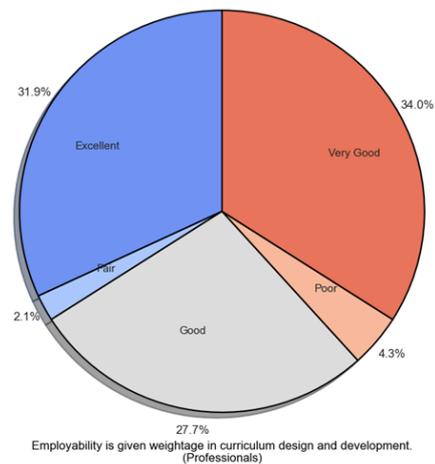


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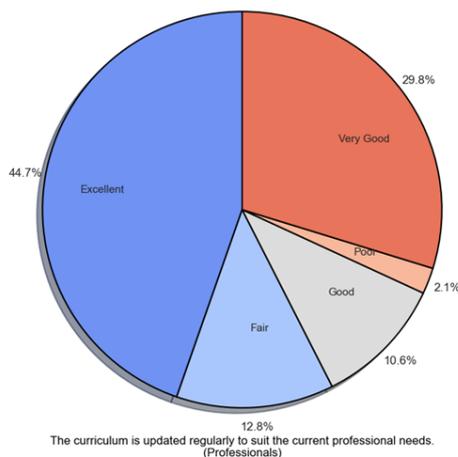
4. Employability is given weightage in curriculum design and development.?

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



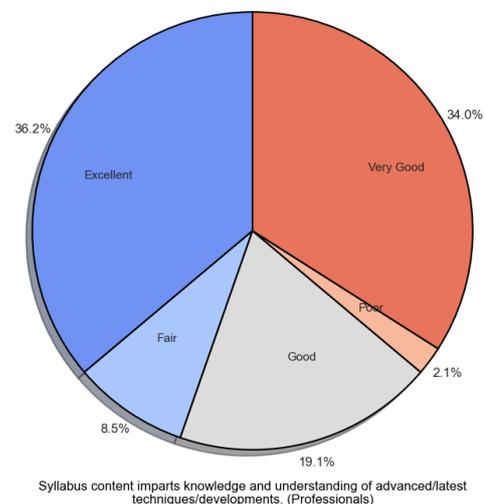
5. The curriculum is updated regularly to suit the current professional needs.

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



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

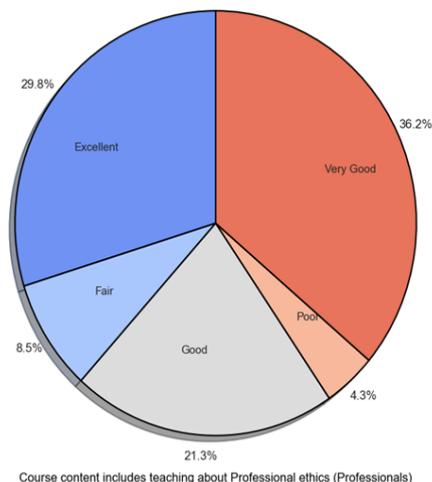
The feedback from Professionals at SGT University shows that a significant majority (over 70%) rated the syllabus content as either excellent (5 stars) or good (4 stars) in terms of imparting knowledge of advanced and latest techniques. While a smaller portion (around 27%) gave it a neutral (3 stars)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



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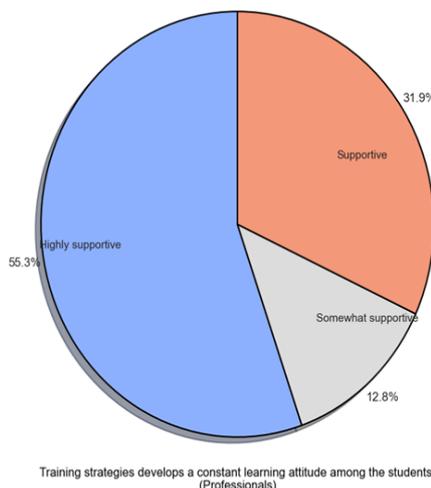
7. Course content includes teaching about Professional ethics



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

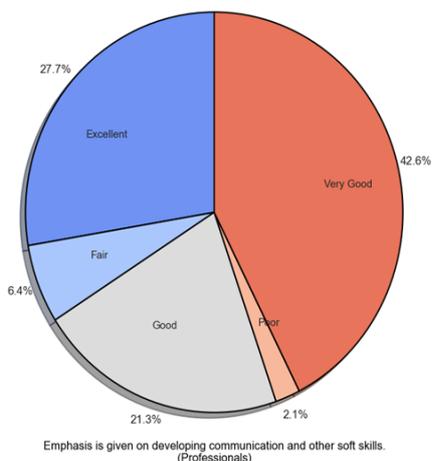
8. Training strategies develops a constant learning attitude among the students.

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



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

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

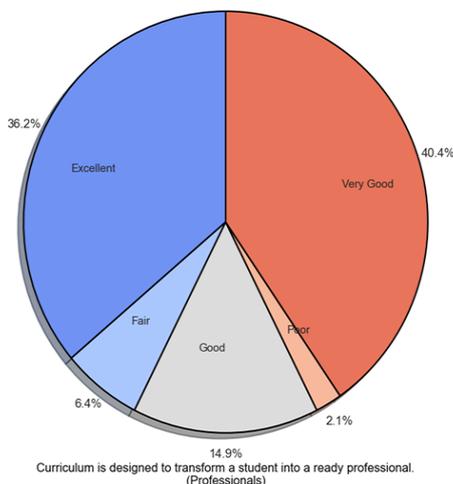
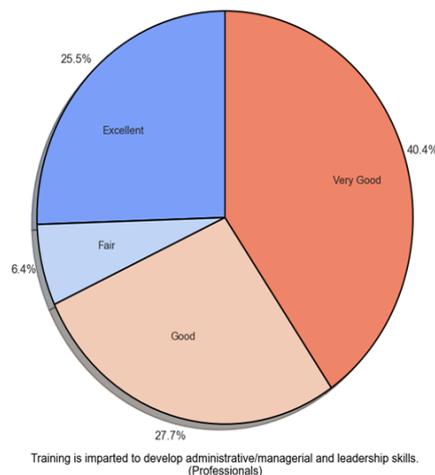


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10. Training is imparted to develop administrative/managerial and leadership skills.

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



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

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



Internal Quality Assurance Cell

Faculty of Nursing (FNUR) Feedback Analysis

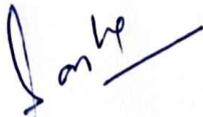
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ATR Summary Report (Faculty of Nursing)

S. No.	Context	Student Feedback	IQAC Recommendation	Action Taken
1.	Administrative Improvements & Transparency	Students expressed the need for a “better management system” with more transparency and supportive interactions. They also requested that administrative and faculty teams be “more cooperative” and “friendly” to enhance their campus experience.	IQAC advise a comprehensive review of current management practices to strengthen efficiency, responsiveness, and transparency. All academic information should be updated on the ERP for greater clarity.	<ul style="list-style-type: none"> All academic and administrative information was systematically updated on the ERP system for improved clarity and accessibility. Regular coordination meetings were conducted among faculty to promote cooperative and supportive interactions. Student support and grievance redressal mechanisms were strengthened for timely resolution of issues.
2.	Communication Clarity & Engagement	Students highlighted communication gaps and requested more transparent and timely communication from the institution.	IQAC mandate that all essential academic data—including attendance, marks, and notices—must be updated accurately and promptly on the ERP. Faculty have been encouraged to strengthen student-centric communication practices.	<ul style="list-style-type: none"> All essential academic data, including attendance, internal assessment marks, and notices, are being updated accurately and promptly on the ERP. Faculty members were encouraged to strengthen student-centric communication practices.
3.	Exam Structure / Mid-Term Review	Students specifically requested a review of the mid-term exam, indicating expectations for improved timing,	IQAC request Controller of Examinations and the Academic Committee to thoroughly review the mid-term	<ul style="list-style-type: none"> The mid-term examination system was thoroughly reviewed by the Controller of Examinations and the Academic Committee.

		structure, or weightage.	examination system, ensuring alignment with learning needs and academic balance.	<ul style="list-style-type: none"> • Examination timing, structure, and weightage were examined to ensure alignment with learning objectives and academic balance. • Students were oriented regarding the examination pattern and evaluation criteria.
4.	Faculty & Staff Behaviour	Students expressed a desire for faculty and administrative staff to be “more cooperative” and “friendly,” highlighting the importance of a supportive academic environment.	IQAC recommends that Faculty Development Programs and administrative training sessions include modules on cooperative, student-friendly communication and effective classroom engagement.	<ul style="list-style-type: none"> • Faculty Development Programs were conducted focusing on cooperative, student-friendly, and professional behaviour. • Awareness was created among faculty and staff regarding the importance of supportive academic and administrative interactions. • Continuous monitoring through student feedback mechanisms was strengthened.
5.	General Feedback & Overall Satisfaction	Most students shared positive or neutral feedback “Good,” “Nice,” “Recommends Curriculum: Yes,” “Nothing,” “Nil.” There were no major grievances.	IQAC noted the positive sentiment and recommended maintaining prevailing practices while continuing routine quality enhancement efforts.	<ul style="list-style-type: none"> • Positive and neutral student feedback was reviewed and acknowledged at the departmental level. • Existing good practices were continued while ensuring ongoing quality enhancement efforts. • As no major grievances were reported, efforts to sustain student satisfaction were continued.
6.	Infrastructure (Hostel & Mess Facilities)	Students requested better management of hostel and mess facilities to improve quality and comfort.	IQAC directs the Administration and Hostel Management Committee to conduct an immediate evaluation of hostel and mess services and address any identified gaps.	<ul style="list-style-type: none"> • The Administration and Hostel Management Committee conducted an evaluation of hostel and mess facilities. • Student feedback was reviewed to identify gaps related to quality, hygiene, and comfort.

				<ul style="list-style-type: none"> • Corrective institutional measures were initiated to address identified issues. • Periodic monitoring mechanisms were strengthened for continuous improvement.
7.	Practical Learning & Soft Skill Integration	Students requested more practical learning opportunities, especially through dedicated soft skill classes to strengthen professional competencies.	IQAC recommends that the Board of Studies explore integration of structured soft skill training—such as communication, teamwork, and professional etiquette—into the curriculum.	<ul style="list-style-type: none"> • Opportunities for enhanced practical learning were strengthened through skill-based activities. • Educational visits were organised for the students for experiential learning. • Training modules focusing on communication, teamwork, and professional etiquette were emphasized. • Skill integration initiatives were aligned with program outcomes and professional competencies.



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