Shree Guru Gobind Singh Tricentenary University

Budhera, Gurugram-Badli Road, Gurugram- 122505, Haryana, India.

FEEDBACK REPORT

Faculty of Design

2024-2025

Shree Guru Gobind Singh Tricentenary University,

SGT University, Budhera, Gurugram district,

Haryana, India,

FEEDBACK 2024-2025

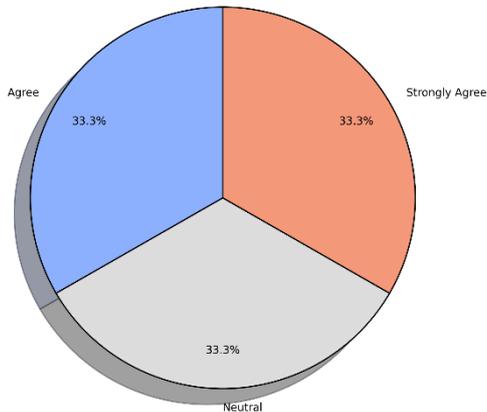**Internal Quality Assurance Cell**

Faculty of Design

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 Design)

Student feedback on the Faculty of Design's curriculum structure shows a relatively even distribution of ratings, with roughly one-third of students giving it 3 stars, another third giving it 4 stars, and the final third giving it 5 stars. This suggests a mixed perception of the curriculum's structure and sequencing; while a significant portion find it satisfactory (4 and 5 stars), a considerable number feel it could be improved (3 stars). Overall, there's no clear consensus, indicating a need for further investigation into the specific aspects of which students found well-structured and those needing enhancement.

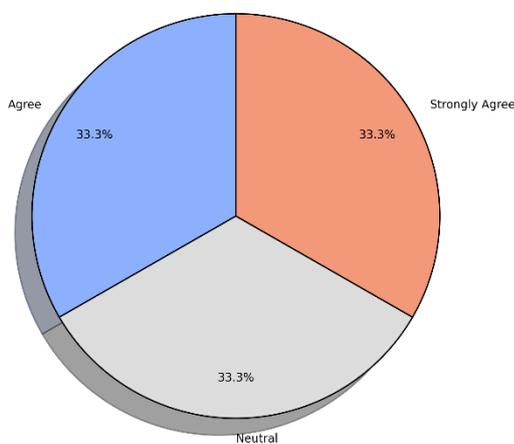### 2. Course objectives and outcomes are clearly defined and communicated.

Most students (83.33%) at the Faculty of Design rated the clarity of course objectives and outcomes as either good (4 stars) or excellent (5 stars), indicating that the majority found them well-defined and communicated. However, a significant minority (16.67%) felt they could be improved, suggesting there's room for enhancing communication and ensuring all students understand the course goals.
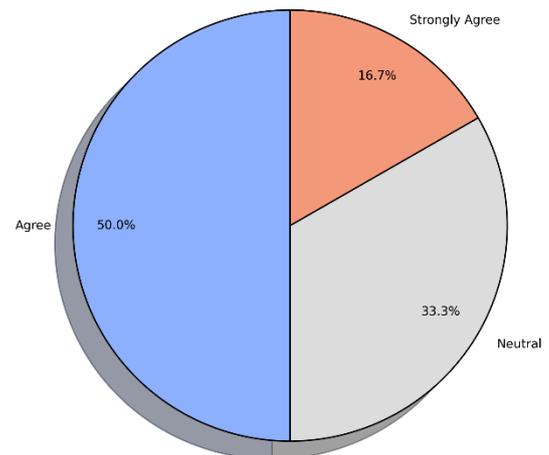
Course objectives and outcomes are clearly defined and communicated. (Faculty of Design)

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

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

Student feedback on syllabus relevance to current industry and academic trends at the Faculty of Design, SGT University, shows a positive but not overwhelmingly enthusiastic response. An equal third of students rated the syllabus as 3, 4, and 5 stars, indicating that while a significant portion find the content relevant, there's room for improvement to ensure all students feel the syllabus is fully up-to-date and connected to their future careers.
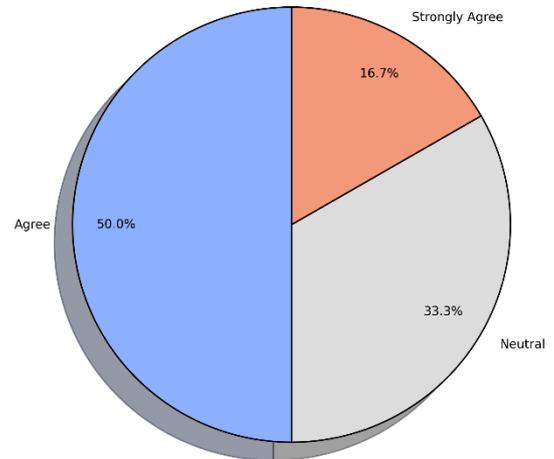
4. The curriculum promotes critical thinking and problem-solving abilities.

Most students (83.33%) at the Faculty of Design rated the curriculum's effectiveness in promoting critical thinking and problem-solving as either good (4 stars) or excellent (5 stars). While a significant portion found it good (50%), a smaller number considered it excellent (16.67%). A minority (16.67%) gave it a 3-star rating, suggesting some room for improvement, though overall student sentiment is positive regarding the curriculum's impact on these key skills.

The curriculum promotes critical thinking and problem-solving abilities. (Faculty of Design)
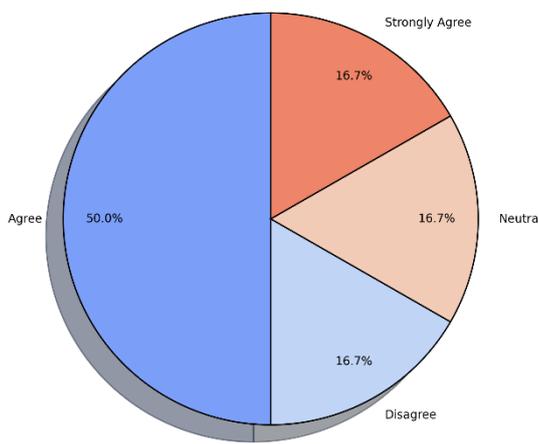
Curriculum is updated periodically to meet global and national standards. (Faculty of Design)

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

Most students (50%) rated the curriculum's alignment with national and global standards as "4 stars" indicating a good level of satisfaction. A smaller portion gave it 3 or 5 stars (16.7% each), suggesting some variability in opinion. A small minority (16.7%) rated it a "2 stars," suggesting room for improvement in keeping the curriculum current. Overall, the feedback shows largely positive sentiment toward the curriculum's relevance, but there's an opportunity to address concerns raised by the students who gave lower ratings.

Skill Development and Employability

1. Courses help in building employability and entrepreneurial skills.

Most students (66.67%) at the Faculty of Design rated the courses as either good (4 stars) or excellent (5 stars) in terms of building employability and entrepreneurial skills. While a smaller portion found the courses moderately helpful (3 stars, 16.67%), a relatively insignificant number felt the courses were only somewhat helpful (2 stars, 16.67%). Overall, student feedback suggests that the courses are largely successful in equipping students with the skills needed for future jobs or starting their own businesses.
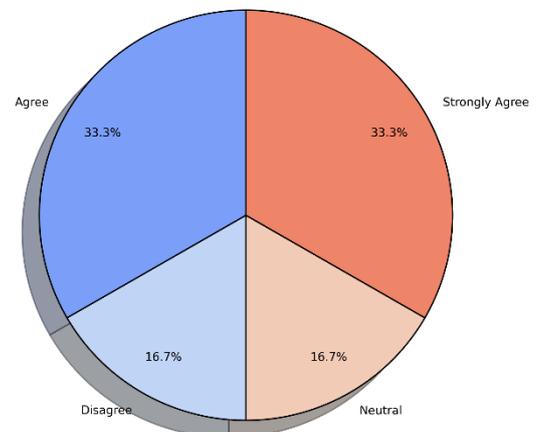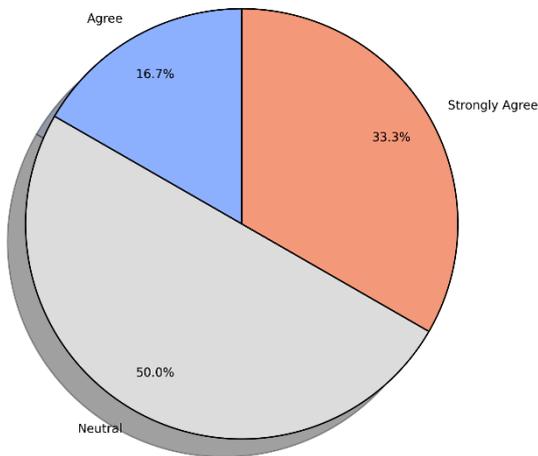

Courses help in building employability and entrepreneurial skills. (Faculty of Design)

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

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

Students at SGT University's Faculty of Design largely feel the curriculum provides adequate industry exposure, with half giving it a 3-star rating, indicating satisfaction but room for improvement. A smaller percentage gave higher ratings (16.67% gave 4 stars and 33.33% gave 5 stars), suggesting that while a significant portion are pleased with the level of industry engagement, opportunities could be enhanced to better meet the expectations of all students.

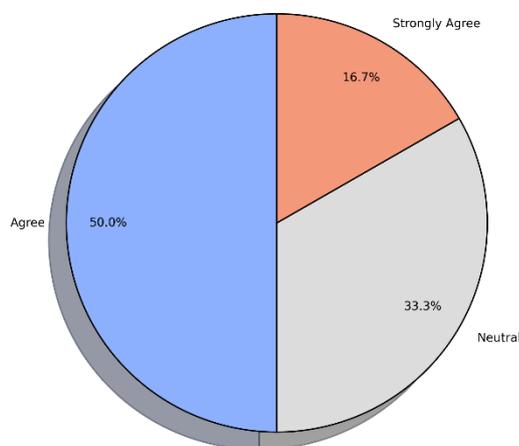## 3. Skill-based courses align with the needs of the job market.

Most students (50%) rated the alignment of skill-based courses with job market needs as 4 out of 5 stars, indicating a generally positive perception. However, a significant portion (33.34%) gave ratings of 2 or 3 stars, suggesting that a considerable number of students feel the courses could be improved to better reflect current industry demands. This shows a need for further analysis to understand what aspects of the curriculum require adjustment to better prepare students for the workforce.
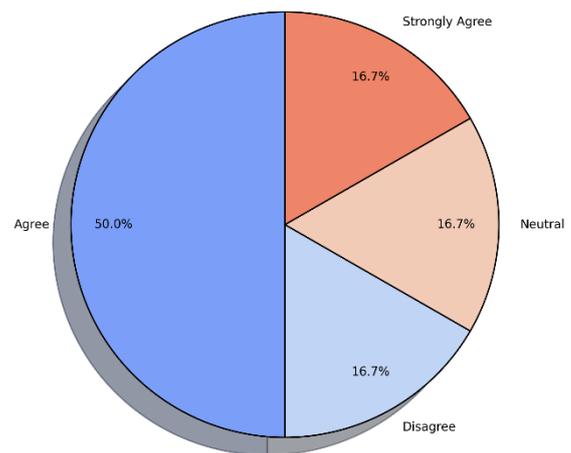
Skill-based courses align with the needs of the job market. (Faculty of Design)

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

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

Most students (50%) rated the integration of ICT tools in the Faculty of Design curriculum as 4 out of 5 stars, indicating a generally positive experience. A significant portion (33.33%) gave it a 3-star rating, suggesting some areas for improvement, while a smaller group (16.67%) rated it the highest, showing strong satisfaction with the current level of ICT integration. Overall, the feedback points to a largely positive but not universally excellent incorporation of ICT tools in the curriculum, with opportunities for further enhancement.

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

Students at the Faculty of Design largely agree that the curriculum fosters innovation, research, and a startup culture, with half giving it a top rating of 5 stars. While a significant portion (33.33%) rated it a 3-star, indicating areas for potential improvement, positive feedback suggests a generally supportive learning environment for entrepreneurial pursuits. The smaller number of 4-star ratings further supports the idea that while there's room for growth, the curriculum is already reasonably effective in encouraging these key aspects of design education.

The curriculum supports innovation, research, and start-up culture. (Faculty of Design)
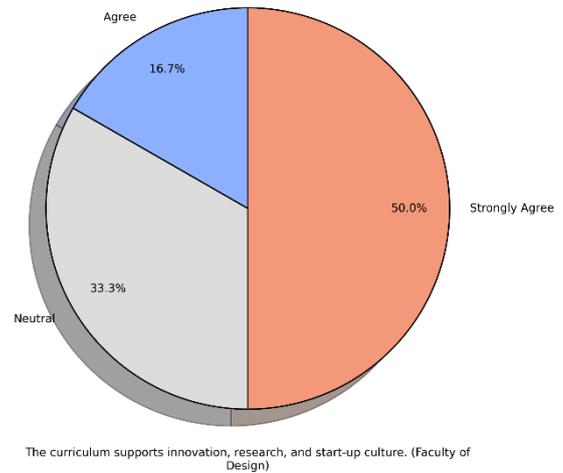
NEP 2020 Integration & Multidisciplinary Approach

1. Curriculum includes flexibility for choosing electives/minor subjects

Curriculum includes flexibility for choosing electives/minor subjects. (Faculty of Design)
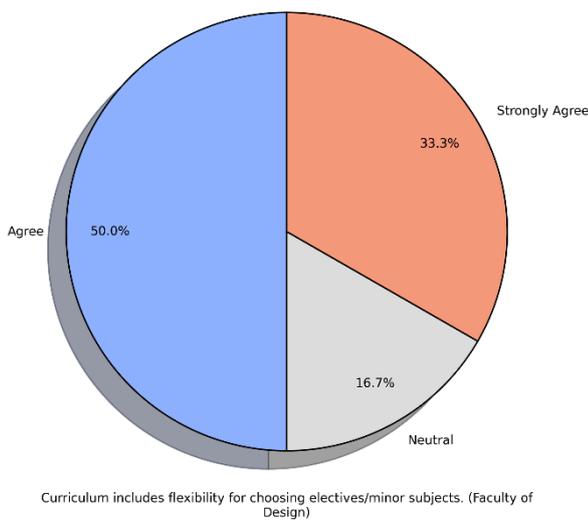
Students at the Faculty of Design largely approve of the curriculum's flexibility in choosing electives and minor subjects. While a minority (16.7%) gave it a 3-star rating, a significant majority (83.33%) rated it either 4 or 5 stars, indicating a high level of satisfaction with the available options and the freedom to customize their studies. The feedback suggests the current elective system is generally well received and considered a strength of the program.

2.Interdisciplinary/multidisciplinary learning is encouraged.

Student feedback on interdisciplinary learning at the Faculty of Design, SGT University, shows an even distribution of positive opinions. About one-third of respondents gave it a 3-star rating, another third gave it 4 stars, and the final third rated it 5 stars. This suggests a generally favourable view of the opportunities for interdisciplinary or multidisciplinary learning but also indicates there's room for improvement as a significant portion of students didn't give it the highest rating.

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

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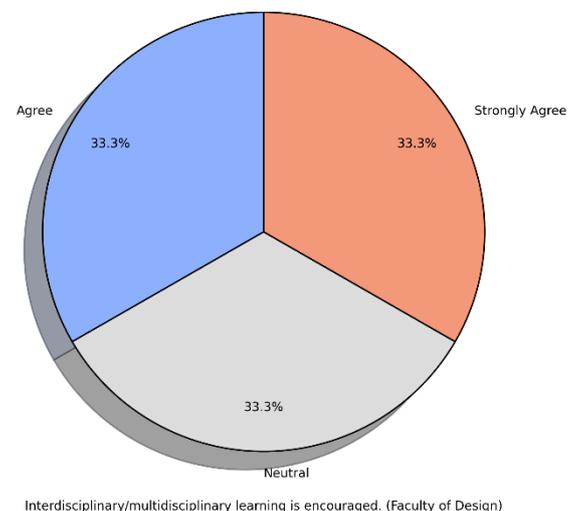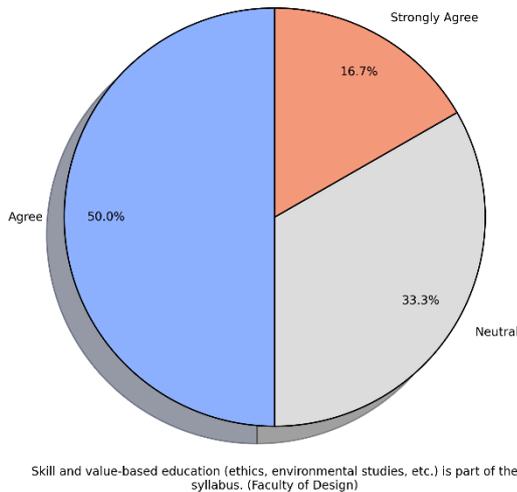
3. Skill and value-based education (ethics, environmental studies, etc.) is part of the syllabus.

Most students (83.33%) at the Faculty of Design rated the inclusion of skill and value-based education (like ethics and environmental studies) in the syllabus as either good (4 stars) or excellent (5 stars). While a smaller portion (16.67%) gave it a top rating of 5 stars, a significant majority (50%) found it to be good, indicating overall positive student perception of the curriculum's integration of these important non-technical elements. The remaining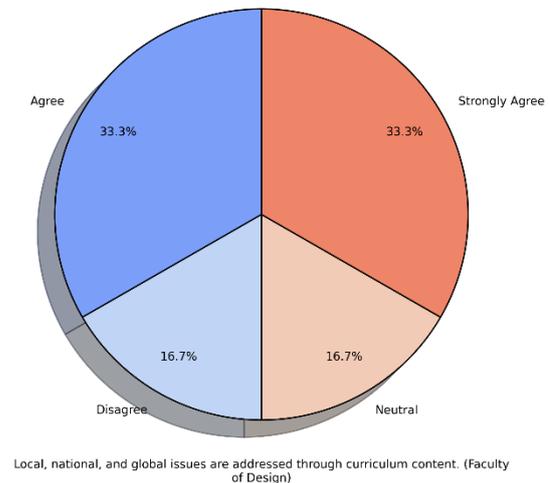 third of students gave it a 3-star rating, suggesting that while generally satisfied, there is room for improvement or further refinement.

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

Students at the Faculty of Design generally feel that the curriculum adequately addresses local, national, and global issues, with a majority (66.67%) rating it as good (4 stars) or excellent (5 stars). While a smaller percentage (33.33%) gave it a neutral (3 stars) or slightly below average (2 stars) rating, the overall feedback suggests that the curriculum's integration of these issues is viewed favourably by most students.

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

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

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

Student feedback on the Faculty of Design's curriculum shows an even distribution of satisfaction regarding experiential learning opportunities. About a third of students rated it 3 stars, another third rated it 4 stars, and the final third rated it 5 stars. This suggests that while many students find the experiential learning aspects satisfactory, there's room for improvement to boost the overall experience and ensure more students have a highly positive perception of the program's practical application.
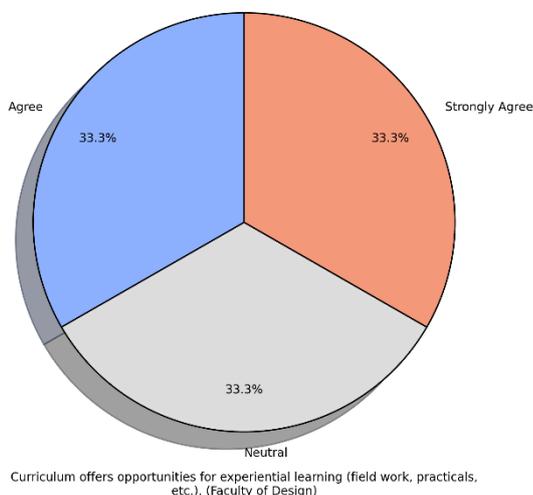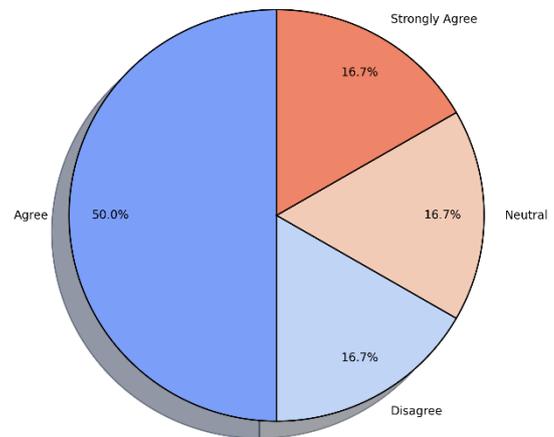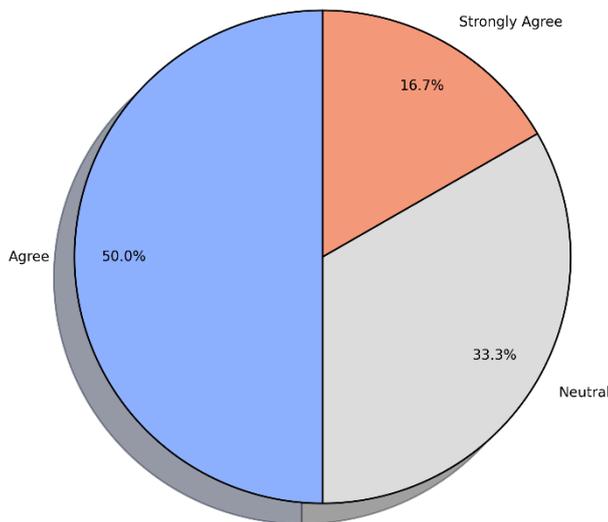
Assessment and Academic Support

1. The evaluation system is transparent and fairly implemented.

Most students (50%) rated the Faculty of Design's evaluation system as a 4 out of 5 stars, indicating a generally positive view of its transparency and fairness. A smaller percentage gave it 3 or 5 stars (16.7% each), suggesting some variation in opinion. A small number of students rated it 2 stars (16.7%), showing that some believe the system could be improved in terms of transparency or fairness. Overall, the feedback leans towards satisfaction with the evaluation system, although there's room for minor adjustments based on the less positive feedback.

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

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

Most students (83.33%) at the Faculty of Design rated the curriculum's internal assessments and feedback as either good (4 stars) or excellent (5 stars), indicating a generally positive perception. While a significant portion found the opportunities adequate (50% gave 4 stars), a smaller number felt it could be better, with about a third rating it as average (3 stars). Overall, the feedback suggests a mostly positive experience with the assessment and feedback system, but there's room for improvement based on the opinions of the students giving a 3-star rating.

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

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

Most students (83.33%) at the Faculty of Design rated the availability of remedial and academic support for difficult subjects as either good (4 stars) or excellent (5 stars), indicating a generally positive perception of the support system. While a significant portion found the support to be very good (50%), a smaller number (16.67%) considered it excellent, suggesting room for improvement to ensure all students receive the high level of assistance they need. The remaining students (16.67%) gave a neutral rating (3 stars).
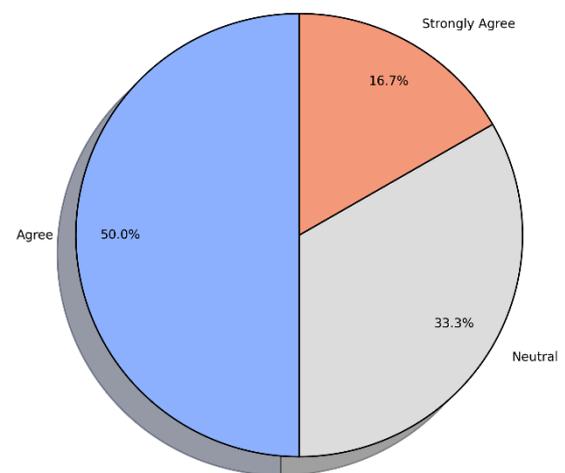
Remedial and academic support is available for difficult subjects. (Faculty of Design)
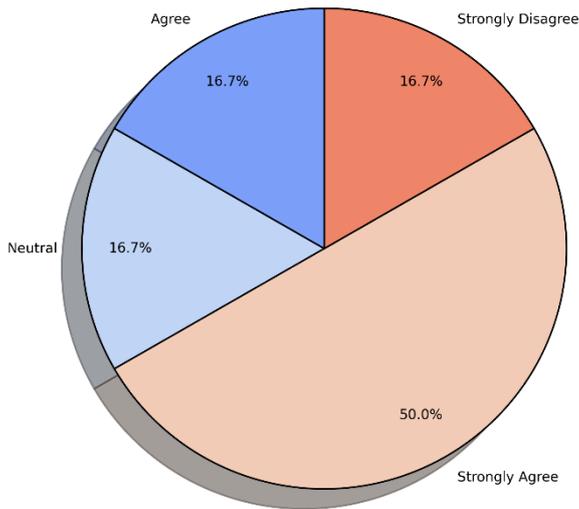
Adequate reference books are available in the library. (Faculty of Design)

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

Most students (50%) at the Faculty of Design rated the library's reference book collection as excellent (5 stars), indicating a high level of satisfaction. However, a significant portion (16.7%) gave it a 1-star rating, suggesting a considerable number of students felt the collection was inadequate. The presence of a similar percentage of 3 and 4-star ratings reveals mixed opinions, implying that while some students found the selection acceptable, there's room for improvement to better satisfy everyone's needs.

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

Student feedback on the availability of appropriate reference materials (both print and online) at the Faculty of Design, SGT University, shows an even distribution of satisfaction. About a third of students rated the materials as 3-star, 4-star, and 5-star, indicating a generally neutral to positive perception. While a significant portion find the resources adequate, there's also room for improvement as a considerable number didn't give the highest rating.
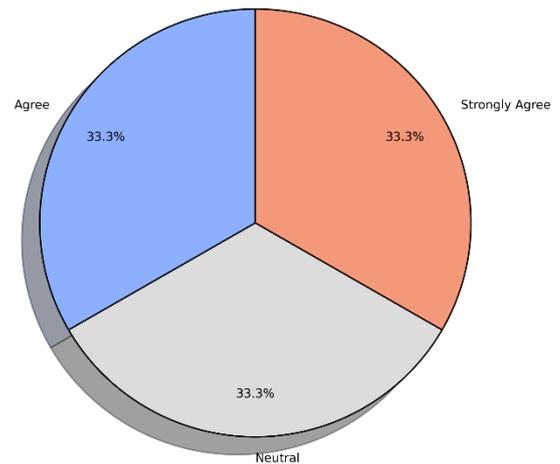
Appropriate reference material (print & online) is provided. (Faculty of Design)
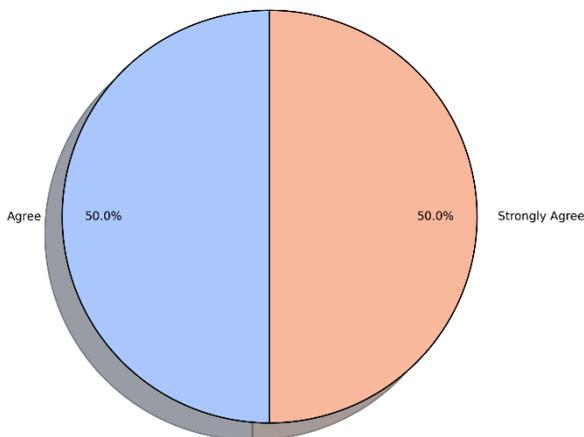
Tests and examinations are conducted within the scheduled timeframe. (Faculty of Design)

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

Students at the Faculty of Design, SGT University, overwhelmingly reported that tests and examinations are conducted on schedule. Half of the students gave a 4-star rating, and the other half gave a 5-star rating, indicating a high level of satisfaction with the timeliness of assessments.

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

Most students (50%) at the SGT University Faculty of Design are satisfied with the examination and evaluation pattern, giving it a 5-star rating. A smaller portion (33.33%) gave it a 3-star rating, indicating some areas for potential improvement, while only 16.67% rated it 4 stars. Overall, the feedback suggests a generally positive perception of the university's assessment methods, but there's room to address concerns raised by the students who gave it a 3-star rating.

Examination and evaluation pattern of the university is satisfactory. (Faculty of Design)
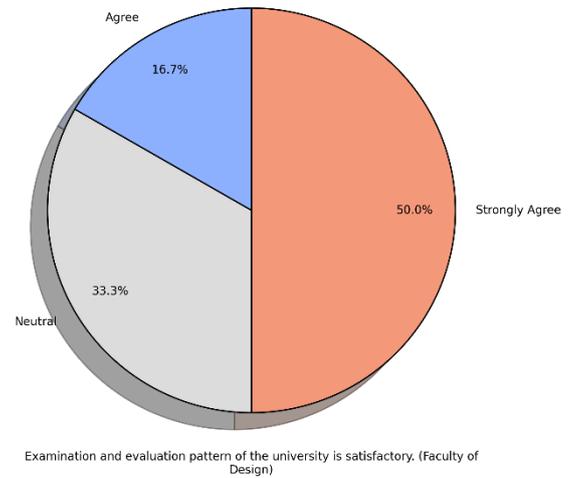
Teacher's Feedback

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 Design)
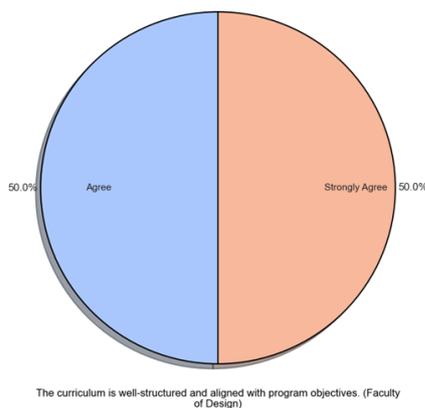
The Faculty of Design at SGT University received overwhelmingly positive feedback regarding curriculum structure and alignment with program objectives. Half of the responding teachers rated the curriculum as 4 stars, and the other half rated it as 5 stars, indicating a high level of satisfaction and strong agreement that the curriculum is effectively designed and meets its intended goals.

2. Curriculum includes sufficient interdisciplinary components

The feedback from Faculty of Design teachers at SGT University indicates overwhelmingly positive sentiment regarding the curriculum's interdisciplinary components, with 100% of respondents giving a 4-star rating. This suggests a high level of satisfaction and agreement that the curriculum effectively integrates multiple disciplines.
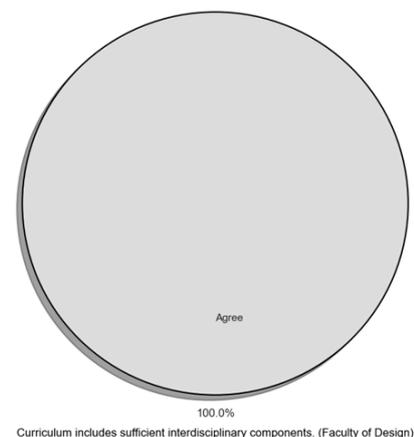
Curriculum includes sufficient interdisciplinary components. (Faculty of Design)
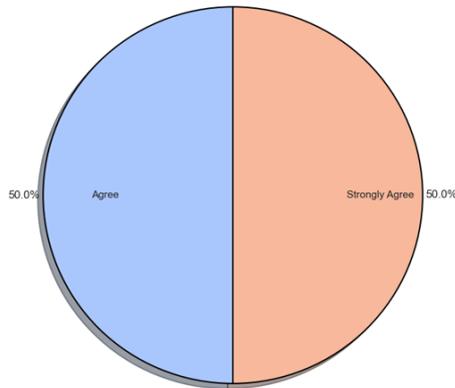
The curriculum is updated regularly to meet industry and societal needs.
(Faculty of Design)

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

Teachers at the Faculty of Design, SGT University, overwhelmingly approve of the curriculum's responsiveness to industry and societal needs, with an equal distribution of 4-star and 5-star ratings indicating a high level of satisfaction. This suggests the curriculum effectively incorporates current trends and demands, maintaining its relevance and preparing students for successful careers.
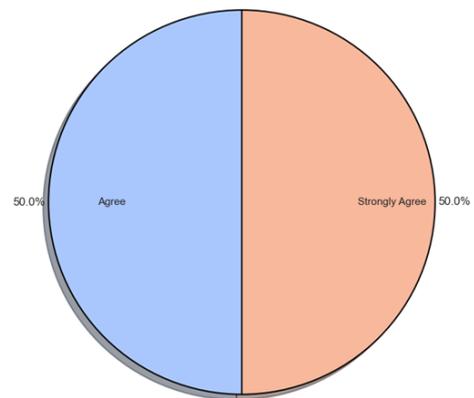
4. Academic flexibility (electives, CBCS, etc.) is sufficient for students.

Teachers at the Faculty of Design, SGT University, overwhelmingly expressed satisfaction with the level of academic flexibility offered to students, with an equal distribution of 4-star and 5-star ratings indicating a strong positive perception of the elective system and CBCS framework. The high ratings suggest that the current structure effectively caters to student needs and preferences in terms of course choices and academic planning.

Academic flexibility (electives, CBCS, etc.) is sufficient for students.
(Faculty of Design)

The curriculum incorporates emerging areas (AI, IoT, Sustainability, etc.).
(Faculty of Design)

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

Teacher feedback on the curriculum's incorporation of emerging areas like AI, IoT, and sustainability reveals a generally positive but somewhat lukewarm reception. Half of the respondents rated it three stars, and the other half rated it four stars, indicating that while the curriculum is seen as adequately addressing these areas, there's room for improvement and a lack of overwhelmingly enthusiastic support. This suggests a need to further strengthen the curriculum's engagement with these crucial contemporary fields

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

Teachers at the Faculty of Design, SGT University, overwhelmingly approve of the integration of skill-based and value-added courses into the curriculum, with an equal distribution of 4-star and 5-star ratings indicating a high level of satisfaction. This suggests a successful implementation of these courses and a positive perception of their contribution to the overall program
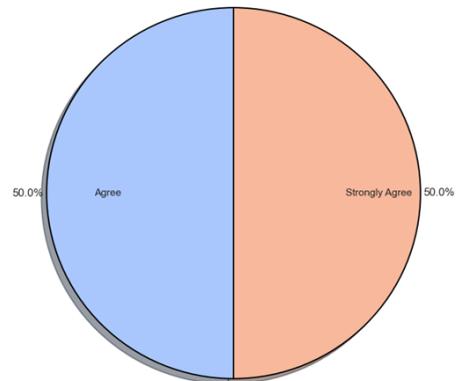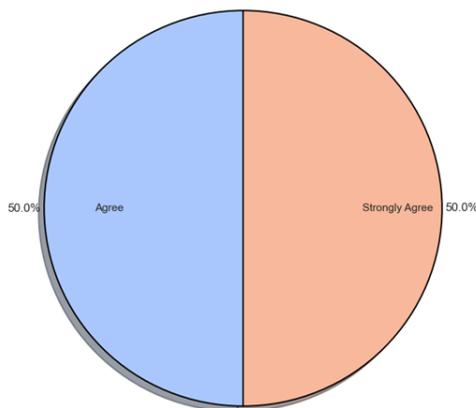

Skill-based and value-added courses are well-integrated into the curriculum.
(Faculty of Design)

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

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

Teachers at the Faculty of Design, SGT University, overwhelmingly approve of the integration of internships, projects, and fieldwork into the syllabus, with an equal distribution of 4-star and 5-star ratings indicating a high level of satisfaction. This suggests a strong emphasis on practical, experiential learning within the curriculum, which is well-received by the faculty

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

Teachers at the Faculty of Design, SGT University, 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 positive reception of these initiatives. This suggests a high level of support for modern teaching methodologies within the faculty.
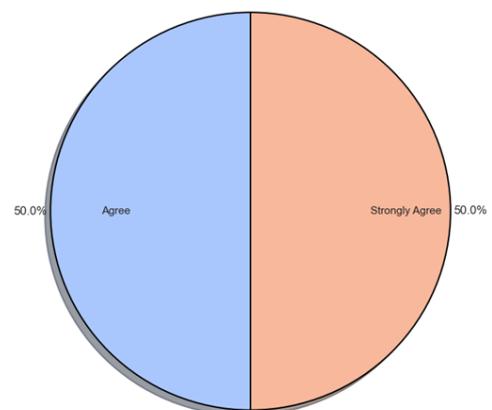
Pedagogical innovations (ICT tools, experiential learning, flipped classroom)
are encouraged. (Faculty of Design)

Teaching-Learning and Evaluation

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

100.0%
The teaching-learning process is student-centric and participative. (Faculty of Design)

The feedback from Faculty of Design teachers at SGT University indicates overwhelmingly positive sentiment regarding the student-centric and participative nature of the teaching-learning process, with 100% of respondents awarding a 4-star rating. This suggests a high level of satisfaction with the current pedagogical approach and a strong alignment between teaching practices and the desired student-centered learning environment.
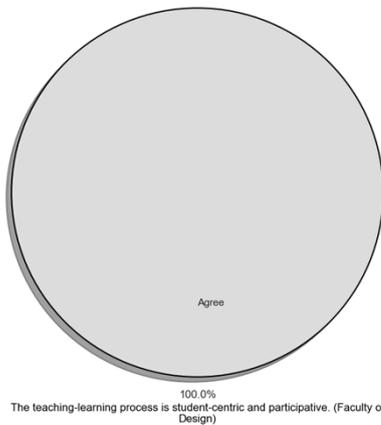
2. The evaluation process is fair, transparent, and outcome based

Teacher feedback on the fairness, transparency, and outcome-based nature of the evaluation process at the Faculty of Design, SGT University, is evenly split between three-star and five-star ratings. This indicates a polarization of opinion, with half of the respondents feeling the process meets these criteria, while the other half are less satisfied, suggesting a need to investigate the reasons behind the disparity and potentially address areas of concern to improve the overall perception of the evaluation system

The evaluation process is fair, transparent, and outcome based. (Faculty of Design)
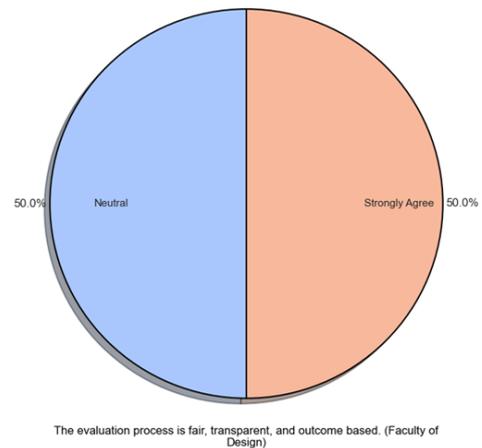
3. Remedial classes and academic support are available for slow learners

Teachers at the Faculty of Design, SGT University, overwhelmingly rated the availability of remedial classes and academic support for slow learners as excellent, with 100% giving a 4-star rating. This indicates a high level of satisfaction with the support systems in place for students who require additional academic assistance

100.0%
Remedial classes and academic support are available for slow learners. (Faculty of Design)
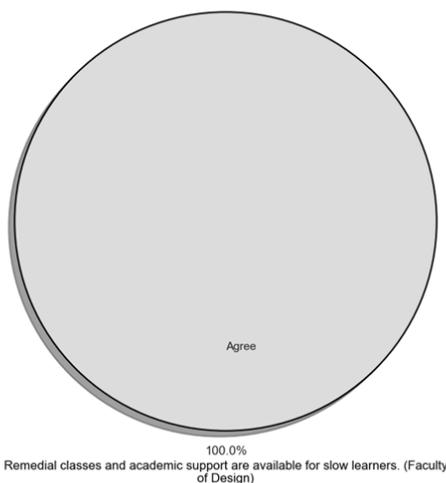
4. Advanced learners are encouraged with additional learning opportunities.

Teacher feedback on the provision of additional learning opportunities for advanced students at the Faculty of Design, SGT University, reveals a split opinion. Half of the respondents rated the encouragement of advanced learners with a 3-star rating, while the other half gave a 4-star rating, indicating a general sense of moderate satisfaction with the current approach but suggesting room for improvement to better cater to advanced learners' needs. The lack of higher ratings points to a potential opportunity to enhance the provision of these opportunities.

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

Research, Development & Extension
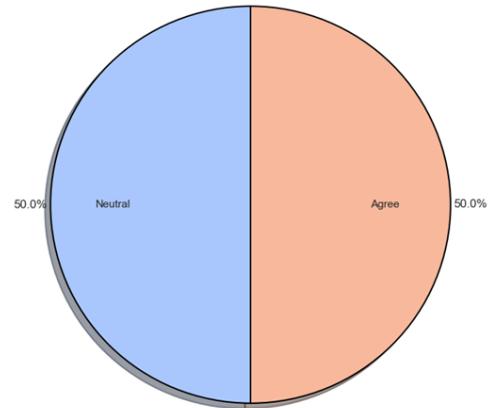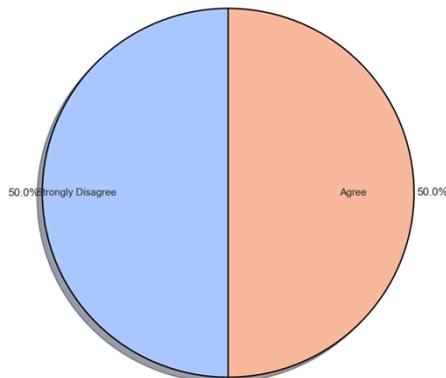
1. Adequate facilities and support are available for research activities.

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

Teacher feedback on research facilities and support at the Faculty of Design, SGT University, is sharply divided. An equal number of respondents gave the lowest (1-star) and a high (4-star) rating, indicating a significant disparity in experiences and perceptions regarding the adequacy of resources available for research activities. This suggests a need for further investigation to understand the reasons behind this polarization, potentially identifying areas of strength and significant weaknesses within the research support infrastructure

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

Teacher feedback on encouragement for publishing in reputed journals and conferences at the Faculty of Design, SGT University, is sharply divided. An equal number of respondents gave the statement a 1-star and a 4-star rating, indicating a significant lack of consensus and suggesting a polarization of opinion regarding the level of support provided for publishing activities. This suggests a need for further investigation to understand the reasons behind this disparity in experiences.
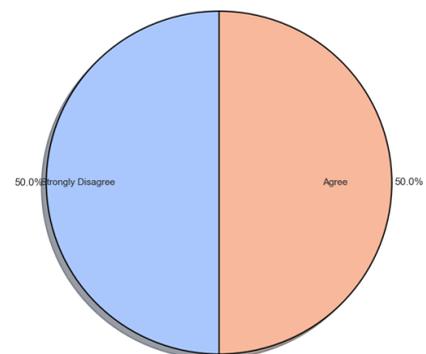
There is encouragement for publishing in reputed journals and conferences.
(Faculty of Design)

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

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

Feedback from Faculty of Design teachers at SGT University regarding institutional support for professional development activities (FDPs, workshops, and conferences) reveals a polarized response. An equal number of respondents gave a 2-star and a 4-star rating, indicating a significant lack of consensus on the level of support provided. This suggests the institution's support may be 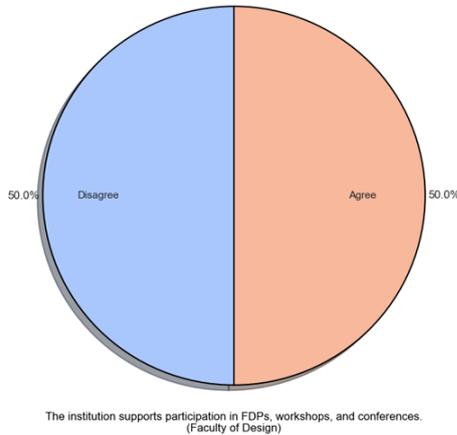inconsistent or perceived differently depending on individual experiences, warranting further investigation to understand the reasons behind this disparity and identify areas for improvement.

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

Teacher feedback on industry/institutional collaborations for research and training at the Faculty of Design, SGT University, reveals a split opinion. An equal number of respondents rated the collaborations as both "adequate" (4 stars) and "somewhat inadequate" (2 stars), suggesting a need for further investigation into the effectiveness and extent of these partnerships to understand the source of this division in satisfaction. This balanced response indicates neither strong satisfaction nor widespread dissatisfaction, highlighting an area requiring attention and potential improvement.

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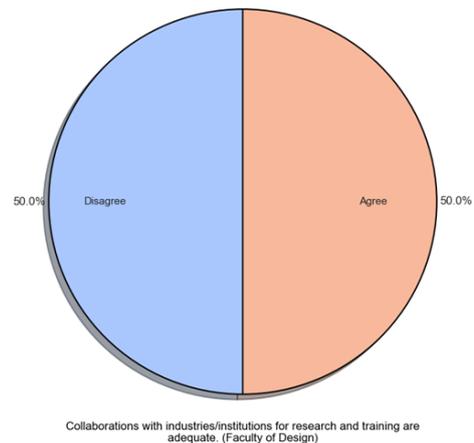
Infrastructure and Faculties

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

The campus infrastructure (classrooms, labs, library, etc.) is well-maintained.
(Faculty of Design)
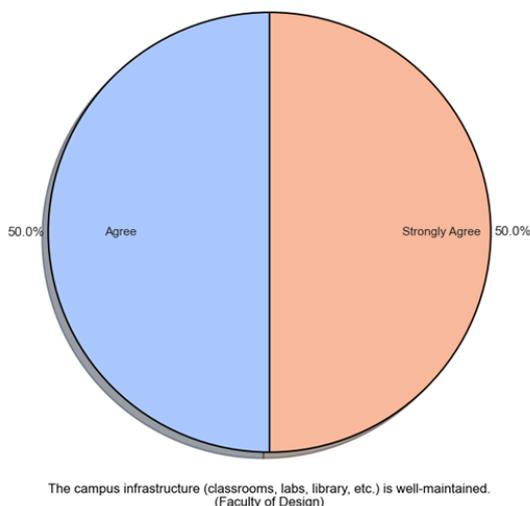
Faculty of Design teachers at SGT University overwhelmingly rate the campus infrastructure as well-maintained, with an equal distribution of 4-star and 5-star ratings indicating high overall satisfaction with classrooms, labs, and library facilities. The absence of lower ratings suggests a positive and consistent experience regarding the condition and upkeep of the campus infrastructure.

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

Faculty of Design teachers at SGT University overwhelmingly rate the ICT infrastructure, encompassing projectors, internet, and smart classrooms, as excellent. Half of the respondents gave a 4-star rating and the other half a 5-star rating, indicating a high level of satisfaction with the existing technological resources.

ICT infrastructure (projectors, internet, smart classrooms) is adequate.
(Faculty of Design)

Laboratory facilities and equipment are sufficient and regularly upgraded.
(Faculty of Design)
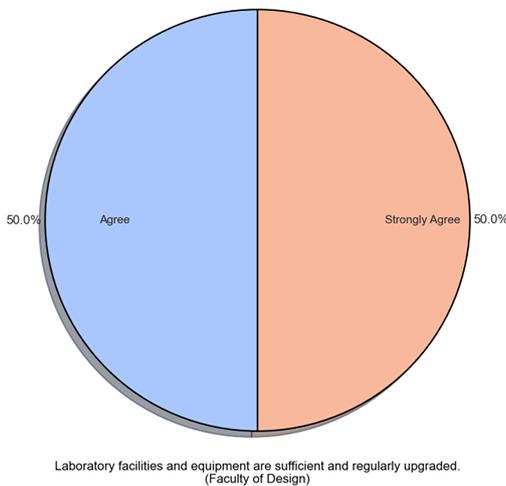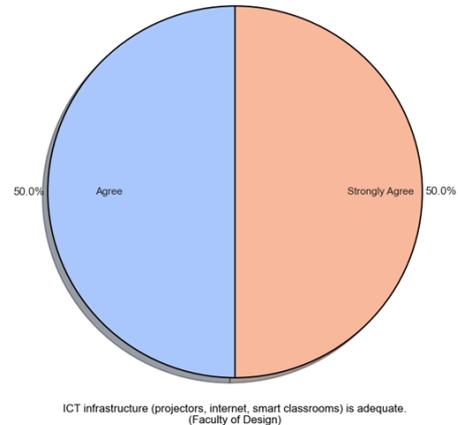
3. Laboratory facilities and equipment are sufficient and regularly upgraded.

Teachers at the Faculty of Design, SGT University, overwhelmingly reported satisfaction with laboratory facilities and equipment. An equal number gave 4-star and 5-star ratings, indicating a high level of sufficiency and consistent upgrading of resources. This suggests a positive perception of the lab environment and its support for teaching and learning

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

Teacher feedback on the Faculty of Design library's resources reveals a split opinion, with an equal number of respondents giving it a 2-star and a 4-star rating. This indicates a significant lack of consensus regarding the adequacy of the library's resources; while half of the teachers find them sufficient, the other half clearly feel they are lacking. Further investigation is needed to understand the reasons behind this polarization and identify areas for improvement to better meet the needs of the faculty.
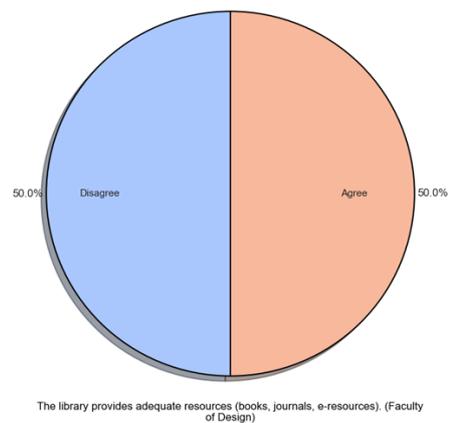

The library provides adequate resources (books, journals, e-resources). (Faculty of Design)

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

There is access to online learning platforms and academic databases. (Faculty of Design)
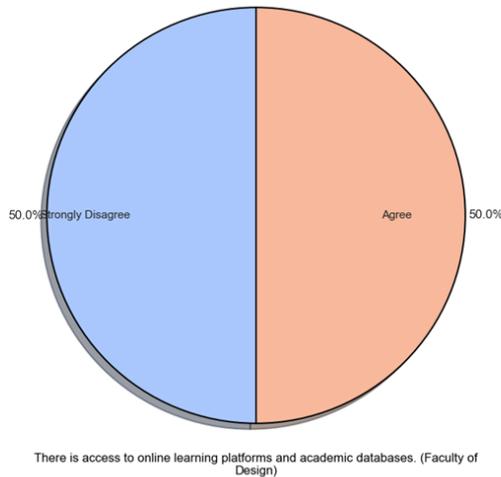
Teacher feedback on access to online learning platforms and academic databases at the Faculty of Design, SGT University, reveals a starkly divided opinion. An equal number of respondents gave the access a 1-star and a 4-star rating, indicating significant dissatisfaction among half the teachers while the other half expressed a high level of satisfaction. This suggests a considerable disparity in experience and accessibility, highlighting a need for investigation into the reasons behind this polarization and potential improvements to ensure consistent and adequate access for all faculty.

Institutional Governance & Support

1. The institution provides opportunities for professional development.

Feedback from Faculty of Design teachers at SGT University regarding professional development opportunities reveals a split opinion, with an equal number rating the institution as both two and four stars. This indicates a lack of consensus, suggesting that while some teachers feel the institution provides adequate opportunities, others perceive a significant deficiency in this area. Further investigation is needed to understand the factors driving this disparity in perception and to identify areas for improvement.
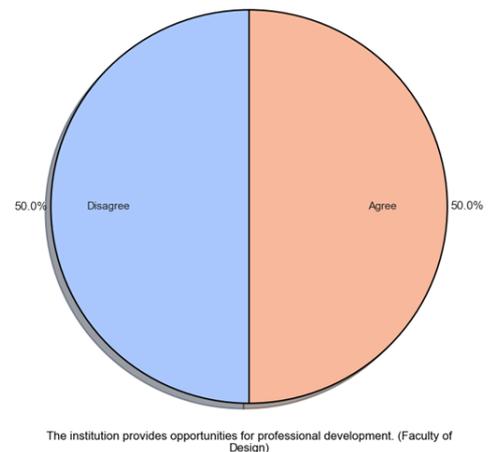
The institution provides opportunities for professional development. (Faculty of Design)

2. Administrative procedures are transparent and teacher-friendly.

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

Teacher feedback on the transparency and user-friendliness of administrative procedures at the Faculty of Design, SGT University, is evenly split between two and four stars. This indicates a significant polarization of opinion, suggesting that while half of the teachers find the procedures accessible and clear, the other half experience them as problematic. Further investigation is needed to understand the reasons behind this disparity and identify areas for improvement to ensure a more consistently positive experience for all faculty.
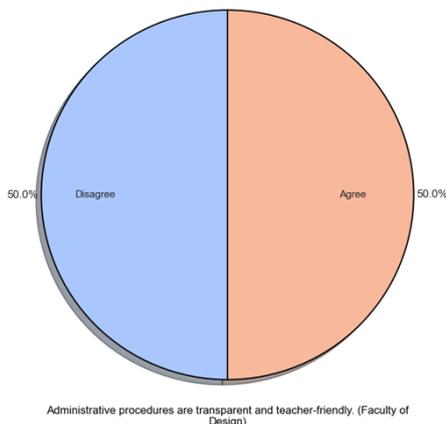
3. Welfare and support facilities (medical, financial, counselling) are satisfactory

Teacher feedback on welfare and support facilities at the Faculty of Design, SGT University, reveals a split opinion. An equal number of respondents rated the facilities as either two stars or four stars, indicating a lack of consensus on the adequacy of the medical, financial, and counselling support provided. This suggests a need for further investigation to understand the reasons behind the differing opinions and to identify areas for improvement to ensure satisfactory support for all faculty members

Welfare and support facilities (medical, financial, counselling) are satisfactory. (Faculty of Design)
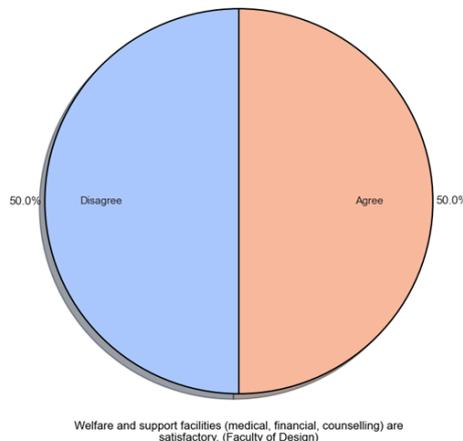
4. Feedback from teachers is considered in curriculum development and policy

The feedback from Faculty of Design teachers at SGT University indicates overwhelmingly positive sentiment (100% 4-star ratings) regarding the incorporation of teacher feedback into curriculum development and policy. This suggests a strong and effective process for incorporating teacher input, leading to a high degree of teacher satisfaction and likely positive impacts on the curriculum and overall academic environment

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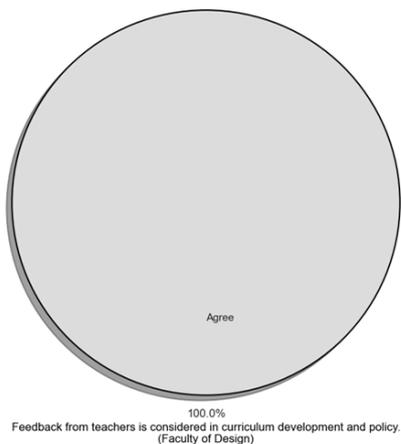
Alumni Feedback

Feedback on Curriculum

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

12.1%
Slightly relevant
8.5%
Not relevant
42.2%
Highly relevant
Moderately relevant
37.2%

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 connec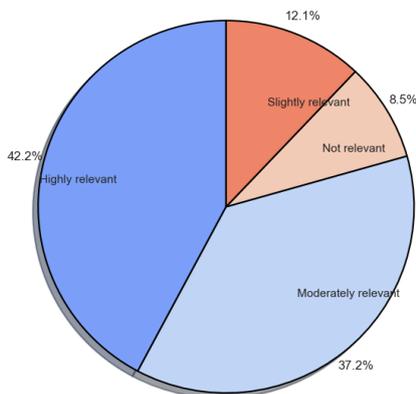tion between their education and professional lives. While a smaller portion felt it was only slightly relevant, and a small minority found it not relevant at all, the overall response suggests the university's curriculum is generally effective in preparing students for their careers.

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.

19.6%
Somewhat aligned
42.2%
Aligned
Not aligned 11.1%
Fully aligned
27.1%
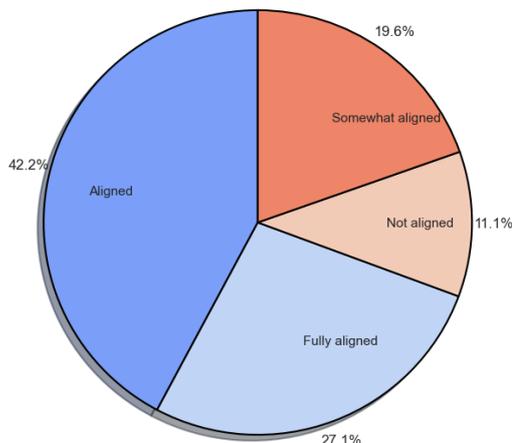
How well did the curriculum align with current industry standards? (Alumni)

26.6%
Excellent
22.1%
To some extent
Not at all
7.0%
Satisfactory
44.2%

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

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

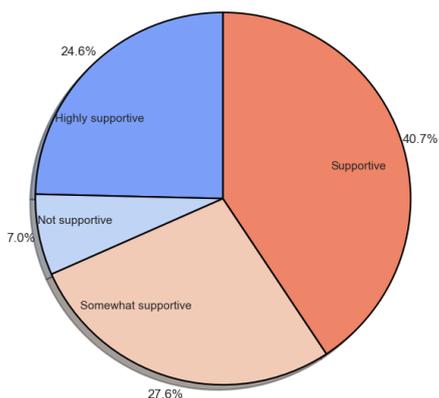SGT University alumni feedback shows that almost half (48.74%) found internship/apprenticeship opportunities to be both compulsory and beneficial to their studies. A significant portion (20.1%) felt these opportunities were compulsory but limited in scope, while a smaller number (23.12%) reported them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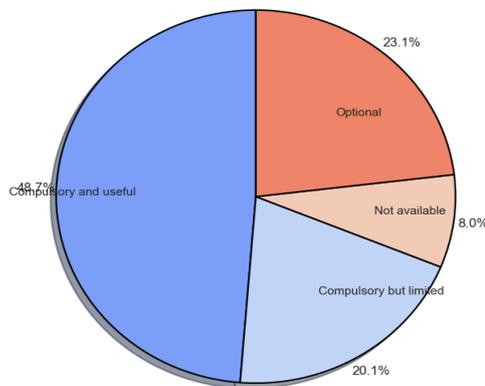
Were internship/apprenticeship opportunities integrated into your course? (Alumni)

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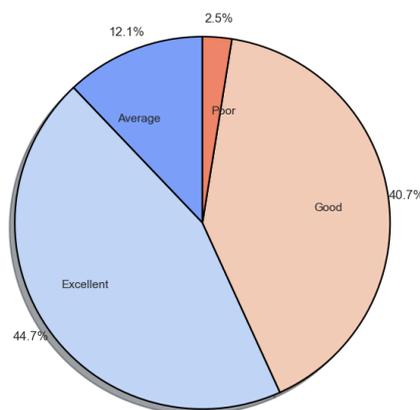
How would you rate the quality of teaching resources (faculty, books, materials)? (Alumni)

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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.

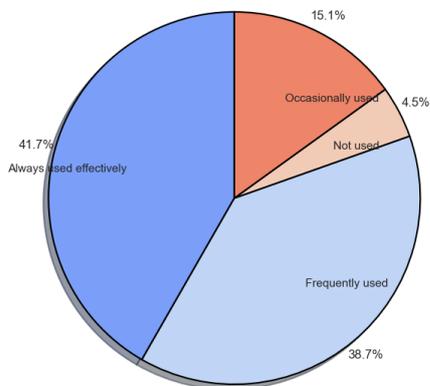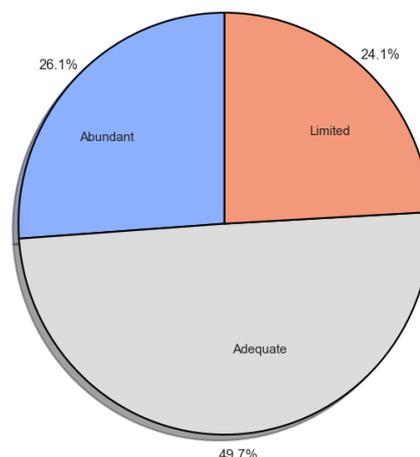## 3. Opportunities to participate in research, innovation, or entrepreneurship:

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)

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

4. Availability and usefulness of mentoring and career counseling:

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.

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Campus Faculties & Infrastructure

1. Overall campus infrastructure (classrooms, amenities, accessibility):

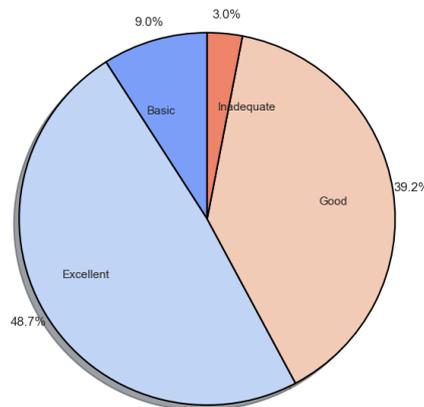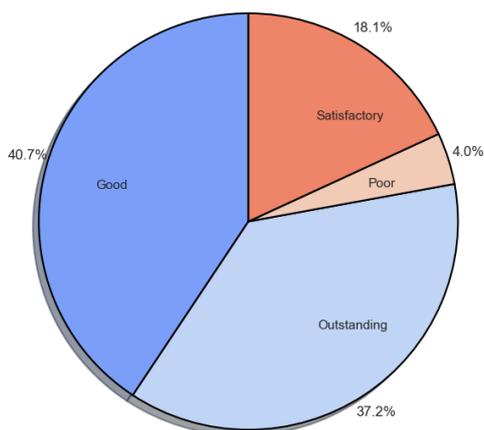SGT University alumni overwhelmingly rated the overall campus infrastructure positively. While a small percentage (3.02%) found it inadequate, the vast majority viewed it favourably, with nearly half (48.74%) rating it excellent and a significant portion (39.2%) rating it good. The relatively low number 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.
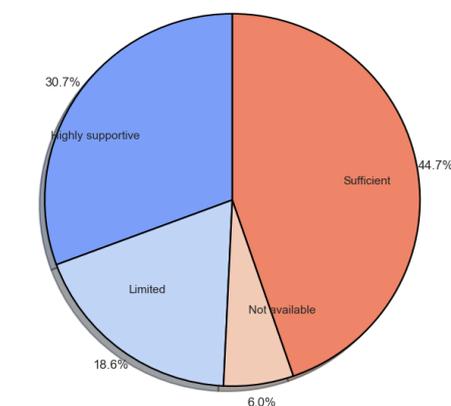
Availability of digital and physical resources for self-learning & projects: (Alumni)

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Campus safety and security arrangements: (Alumni)
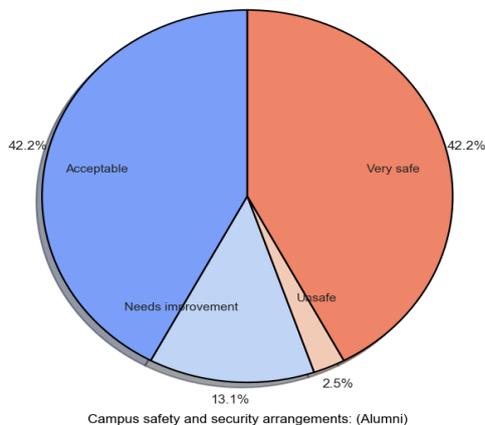
4. Campus safety and security arrangements:

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.
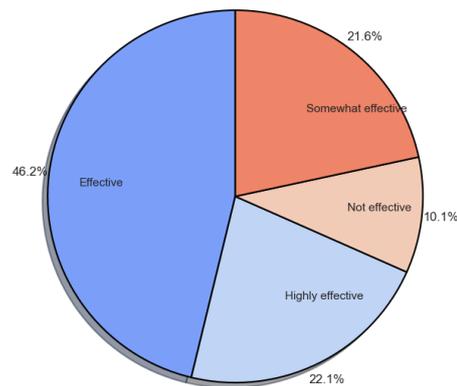
Effectiveness of the Training & Placement Cell in supporting career goals: (Alumni)
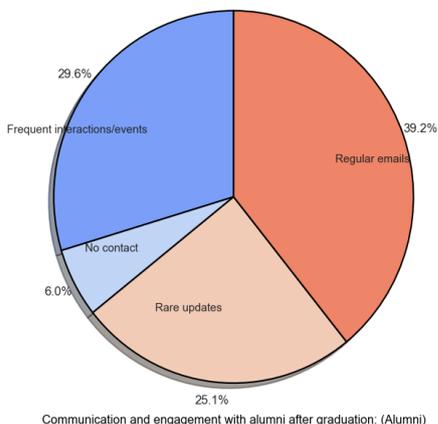
Communication and engagement with alumni after graduation: (Alumni)

2. Communication and engagement with alumni after graduation:

Over half (52.2%) at SGTCOP, 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.

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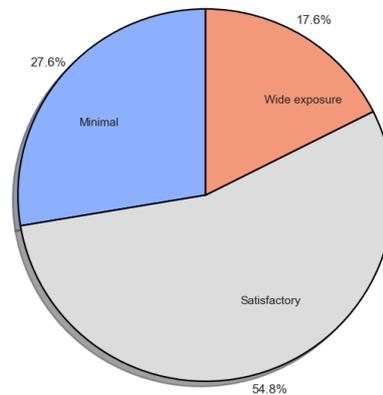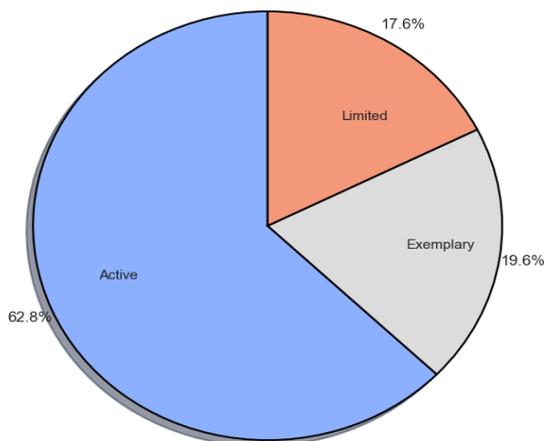
4. Contribution of university towards social responsibility & sustainability:

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 Addiction

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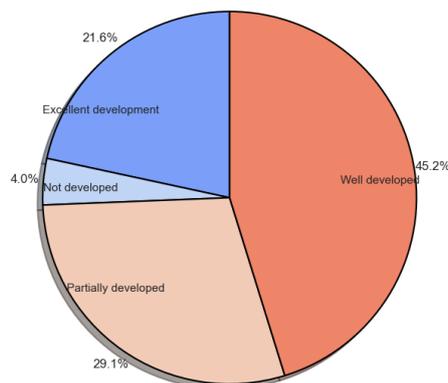
Development of personality, leadership, and communication skills: (Alumni)

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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 op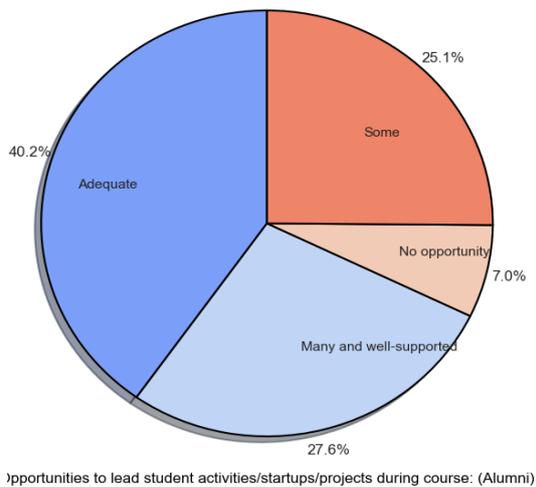portunities at all. Overall, the feedback suggests a mix of positive and negative experiences, highlighting areas for both maintaining current levels of support and improvement in providing more extensive and well-supported leadership opportunities for all students.

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

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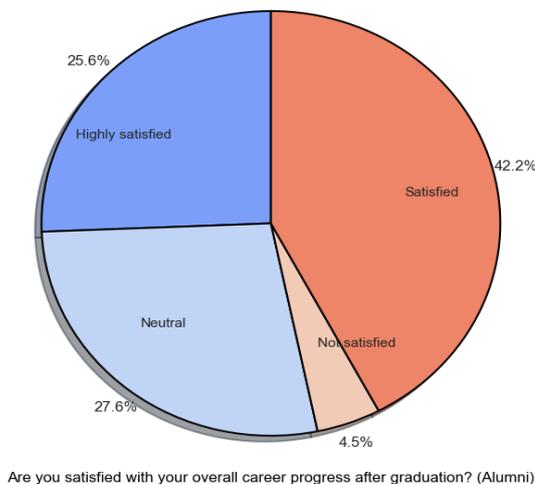
Are you satisfied with your overall career progress after graduation? (Alumni)

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Employer Feedback

Subject Knowledge and Curriculum

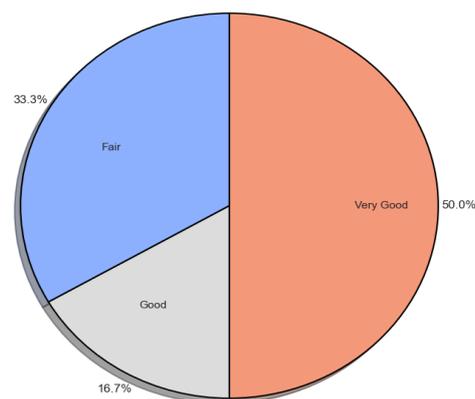### 1. Do SGT graduates demonstrate sufficient subject knowledge and proficiency in modern techniques and tools as outlined in the university curriculum?
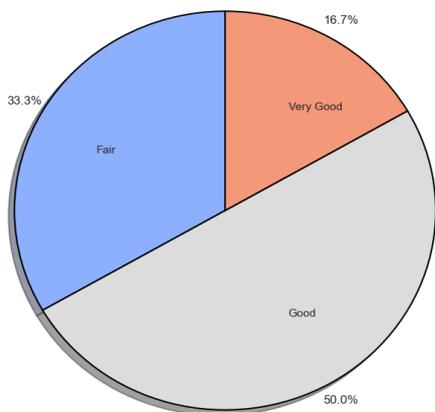
Employer feedback on SGT University graduates' subject knowledge and skills shows a mixed bag. While half of the employers rated graduates at 4 out of 5 stars, indicating a good level of proficiency, a significant portion (one-third) gave only a 2-star rating, suggesting some concerns about the graduates' 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?
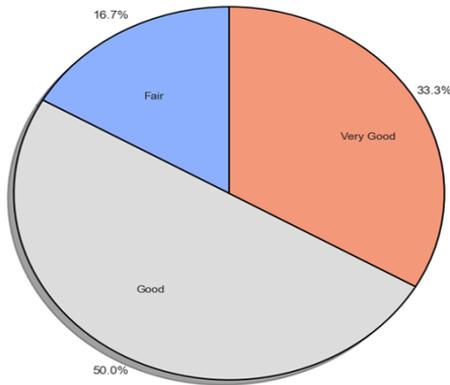

How would you assess the adaptability, initiative, and leadership potential of SGT graduates within your organization? (Employer)

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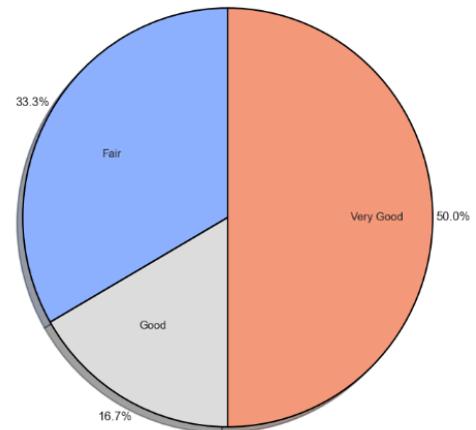
Overall, how satisfied are you with the performance and contribution of SGT graduates? (Employer)

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Professionals Feedback

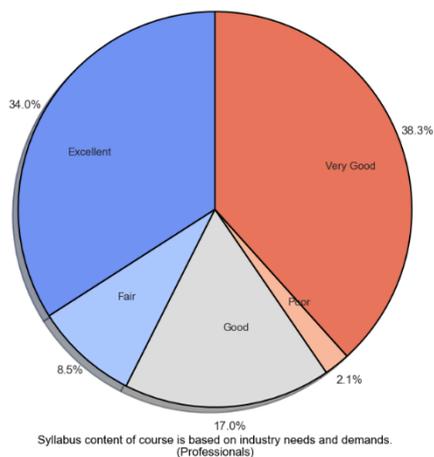### Feedback on Curriculum

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

34.0% Excellent
38.3% Very Good
8.5% Fair
Good
2.1% Poor
17.0%
Syllabus content of course is based on industry needs and demands.
(Professionals)

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.
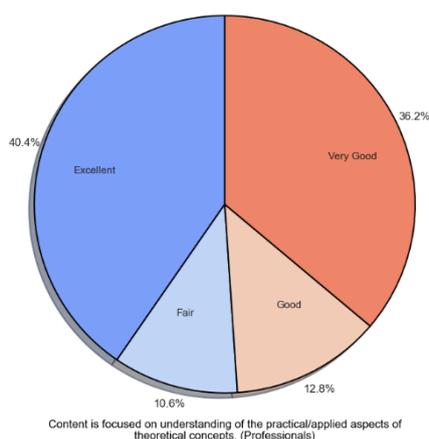
2. Emphasis is given on professional skill development.

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.

31.9% Excellent
Very Good 48.9%
Fair
4.3%
Good Poor
12.8%
2.1%
Emphasis is given on professional skill development. (Professionals)
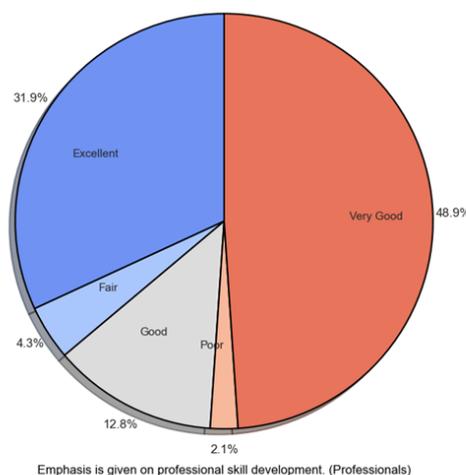
3. Content is focused on understanding of the practical/applied aspects of theoretical concepts.

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

40.4% Excellent
36.2% Very Good
Fair
Good
10.6%
12.8%
Content is focused on understanding of the practical/applied aspects of
theoretical concepts. (Professionals)

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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.

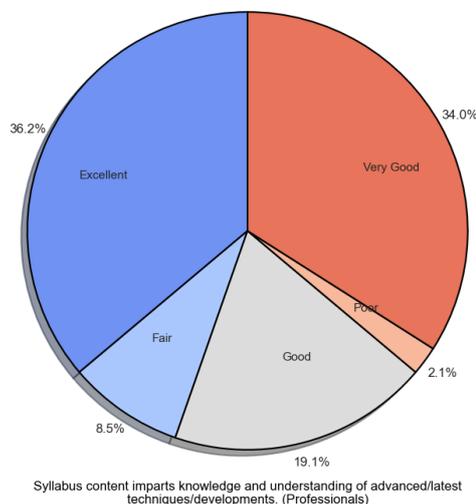Employability is given weightage in curriculum design and development. (Professionals)
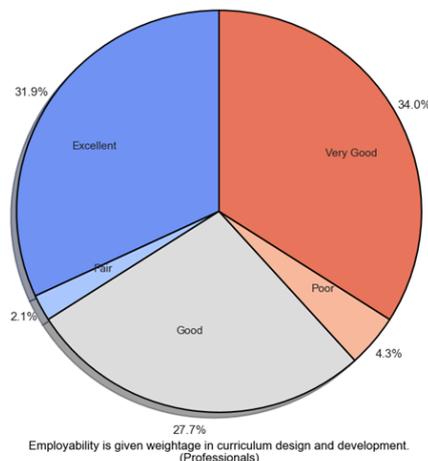
5. The curriculum is updated regularly to suit the current professional needs.

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.

The curriculum is updated regularly to suit the current professional needs. (Professionals)
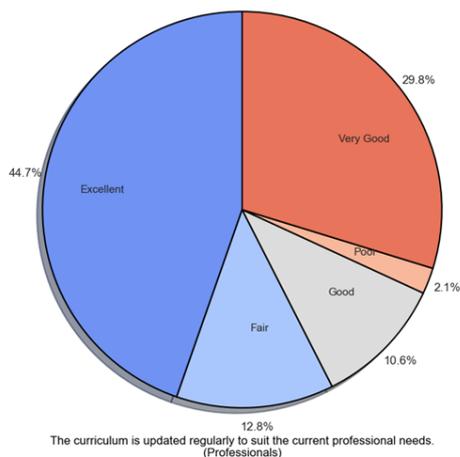
6. Syllabus content imparts knowledge and understanding of advanced/latest techniques/developments.

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.

Syllabus content imparts knowledge and understanding of advanced/latest techniques/developments. (Professionals)

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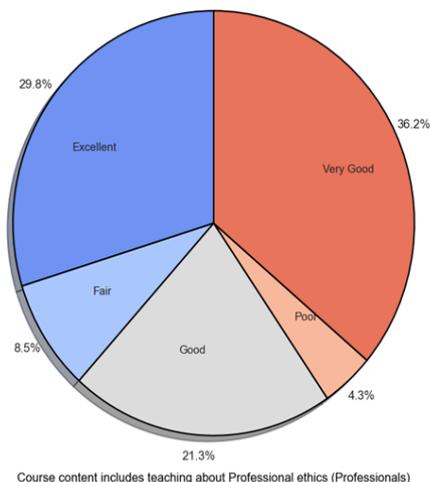
Professionals at SGT University generally view the course content's coverage of professional ethics positively, with the majority (36.17%) giving it a 4-star rating and a significant portion (29.79%) rating it 5 stars. However, a notable minority expressed less satisfaction, with a combined 12.77% giving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

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Course content includes teaching about Professional ethics (Professionals)

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

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

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

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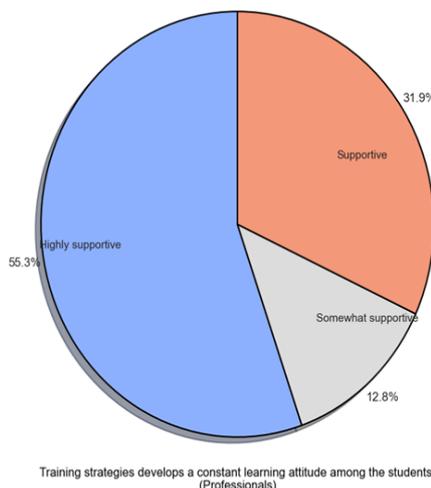
9. Emphasis is given on developing communication and other soft skills.
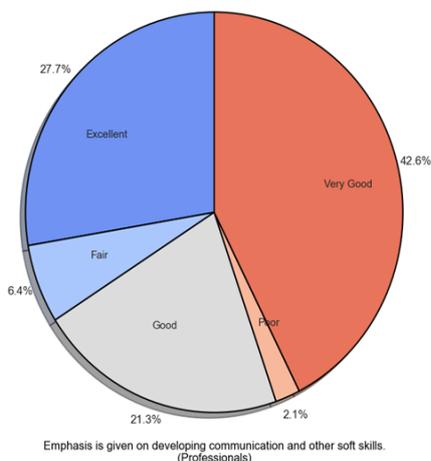
Professionals at SGT University generally feel that the emphasis on developing communication and other soft skills is good, with the majority (42.55%) giving it a 4-star rating. While a significant portion (27.66%) rated it highly with 5 stars, a smaller but noticeable number (21.28%) gave it a neutral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

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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.

Training is imparted to develop administrative/managerial and leadership skills.
(Professionals)

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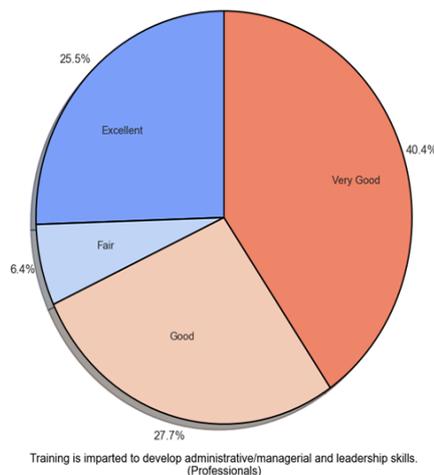
11. Curriculum is designed to transform a student into a ready professional.

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.
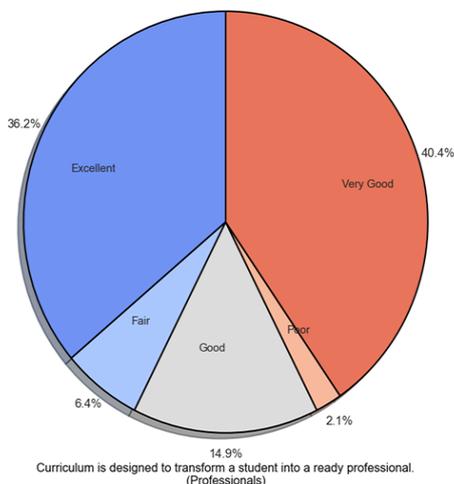
Internal Quality Assurance Cell

Faculty of Design (FOD) Feedback Analysis

2024-2025

ATR Summary Report (Faculty of Design)

S. No.	Context	Student Feedback	IQAC Recommendation	Action Taken
1.	**Administrative Processes & Student Autonomy**	Students expressed concern that attendance penalties were allegedly being used to compel participation in voluntary, non-credit workshops. They felt this affected their autonomy and created unnecessary pressure.	IQAC recommends an immediate review of all attendance-related practices for voluntary events. It instructed the administration to issue clear guidelines ensuring that participation in non-credit workshops remains voluntary, interest-driven, and free from attendance-related consequences.	The School of Design conducted an immediate review of all attendance-related practices in alignment with IQAC's recommendation. After consultation with faculty coordinators and administrative teams, clear instructions were issued ensuring that all non-credit workshops, seminars, and enrichment activities remain completely voluntary. Updated guidelines were circulated to faculty and students, explicitly stating that no attendance penalty or academic consequence shall be linked to participation in such activities. Additionally, counsellors and programme coordinators were briefed to encourage participation through motivation and interest-based engagement, rather than mandatory requirements. A

			monitoring mechanism has also been established to ensure consistent adherence to these guidelines across all departments within the School of Design.
2.	**Curriculum Enhancement & Skill Development**	Students requested that more practical and industry-relevant skills be added to the curriculum to enhance employability.	IQAC advice the Board of Studies to begin a rapid curriculum review cycle to identify priority skill areas that need to be added towards strengthening practical competence and aligning the curriculum with current industry needs.	The School of Design initiated an academic-level curriculum enhancement exercise immediately after receiving the IQAC recommendation. The Board of Studies (BoS) and programme coordinators jointly conducted a rapid curriculum review to identify priority skill sets aligned with current industry demands. Based on this review, several high-value practical modules, industry-aligned workshops, and skill-oriented assignments have been incorporated into upcoming semesters. Inputs from industry experts, alumni, and the Industry Advisory Board were also integrated to ensure employability-focused enhancements. Revised curriculum drafts are under final vetting and will be implemented from the next academic session.

| 3. | General Feedback & Student Satisfaction | Students reported positive or neutral feedback overall, including comments such as "Recommends Curriculum: Yes" and "Nothing to suggest." | IQAC noted the encouraging student sentiment and recommended continuation of existing good practices while sustaining ongoing quality improvement efforts. | The School acknowledged the encouraging overall feedback and appreciated students for their constructive participation. Existing effective pedagogical practices—including studio-based learning, block teaching, expert interactions, and continuous assessment—will be continued and further strengthened. Regular feedback mechanisms will be sustained to ensure consistent monitoring of student satisfaction and continuous quality improvement across programmes. |

SGT UNIVERSITY

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